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Implementation of the

Positive Motivation Model (PMM)

in USAF Academy Basic Cadet Training

Michael A. Rosebush M.A.

Carl Bryant, Ph.D.

Running head: POSITIVE MOTIVATION MODEL

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ABSTRACT

Key Academy personnel who worked in Basic Cadet Training during the Summer of 1984 were instructed in the Positive Motivation Model (PMM). This model stressed the need for superiors to use positive motivation in working with subordinates. In order to assess the effectiveness of PMM, all of these personnel were asked to voluntarily complete a Pre-BCT Survey and a Post-BCT Survey. An average of 70 percent of the eligible population completed these surveys. Analysis of variance procedures were utilized to analyze this data. The results of this analysis indicated that respondents believed that PMM was relevant to BCT, that PMM enabled users to be successful during BCT, and that the entire Cadet Wing should be trained in PMM. Limitations of the model and future uses of PMM are also discussed.

INTRODUCTION

In order to fully understand the practice incorporated in the Positive Motivation Model (PMM), it is imperative that a potential user or reviewer of this model fully understand the theory upon which it is based. In order to assist the reader in making this connection, the authors, in their review of the related literature, have enclosed in brackets [   ] the portion of the Positive Motivation Model which is most closely related to the variables being discussed in that particular article or book.

There currently exists a plethora of leadership and management programs which are designed to enhance personal and organizational effectiveness. Even though these programs address leadership and management issues from a vast array of perspectives, there does appear to be a common core of beliefs about effective leadership that is universal to these programs. Major General Bradley C. Hosmer (1984) envisioned these common beliefs on leadership to consist of eight ingredients. These ingredients include loyalty, working tough problems, listening [FEEDBACK], know and care for your people [EXPECTATIONS], set high standards, give a pat on the back [CONSEQUENCES], earn clout with your people and provide direction [GROWTH]. Blanchard and Johnson (1982) in their book entitled The One-Minute Manager saw three essential qualities to effective leadership and management. These were establishing goals [EXPECTATIONS and GROWTH],

appropriate praising of subordinates [FEEDBACK and CONSEQUENCES], and appropriate reprimands for subordinates [FEEDBACK and CONSEQUENCES]. The effectiveness of the Blanchard and Johnson model is attested to in the following quote from General David C. Jones: "One Minute Management is a better way to get quality results from people. I would like to see this method used throughout the armed forces soon!" Goldstein and Sorcher (1973) in a book related to the impact that interpersonal skills play in effective leadership and supervision stressed the need for what they termed Applied Learning. This Applied Learning consisted of four types of behavioral learning activities: modeling, role playing, social reinforcement, and transfer of training [SKILLS]. This model stressed the importance that interpersonal skills of leaders and supervisors play in sustaining high levels of productivity and performance. Blanchard and Lorber (1984), in a follow-up to the book entitled The One Minute Manager, wrote a book entitled Putting the One Minute Manager to Work. This new work emphasized the action that is required to be an effective leader or manager. They stressed the fact that, "Most companies spend all of their time looking for another management concept and very little time following up the one they just taught their managers."

This brief review of the literature clearly highlights the vast amount of similarity that many current-day leadership programs possess. Perhaps a more difficult question is related

to how this information, which was developed in organizational settings, generalizes to a university setting. This question is especially important at a service academy where the opportunity to demonstrate leadership potential sometimes conflicts with the requirements of academics and athletics. The concept of transferring fundamentals of leadership to university settings was studied in depth by the Task Force on Leadership which was sponsored by the American College Personnel Association. As a result of four years of research, a comprehensive leadership program model was developed by Anthony annd Roberts (1981). This program stressed the need for planners of leadership programs to recognize the differences and similarities between Training, Education, and Development. Training was defined by these authors as, "Those activities designed to improve performance of the individual in the role currently occupied" (p. 20). Education was defined as, "Those activities designed to improve the overall leadership competence of the individual beyond the role presently occupied" (p. 20). Development was defined as, "Those activities designed to provide an interactionist environment which encourages development in an ordered hierarchical sequence of increasing complexity" (p. 20). Anthony and Roberts stated that, "the greatest inadequacy of leadership programs, as assessed by the Leadership Development Task Force, was that programs tended to be limited in scope" (p. 24). It was believed that most leadership programs were directed toward

toward training, education or development but seldom made a comprehensive effort to incorporate all three. Anthony and Roberts (1981, p. 25) cited research conducted by Newton (1975) which suggests that any effective leadership program should be: goal directed and purposive [EXPECTATIONS], stress a method whereby skills and techniques of leadership are both conceptualized and expreienced [SKILLS], sequential and systematic, applied to uniquely specific situations [FEEDBACK], and related to variables within the person, the situation, and the length of training [GROWTH].

The Positive Motivation Model

The literature that was reviewed earlier served as the foundation for the Positive Motivation Model (PMM). It was the intention of the authors of this model to build a system that embodied the foundation of Anthony and Roberts' (1981) Comprehensive Leadership Program, incorporated the strengths and simplicity of Blanchard and Johnson's One Minute Manager and that included many of the ingredients stressed by General Hosmer (1984). In order to use PMM effectively, it is imperative that the planner recognize that this is not a stop-gap or "band-aid" approach to leadership development. It is a comprehensive program that stresses experiencing realistic leadership situations in a low-threat environment. Additionally, it is important that the planner realize that each slice of the PMM pie must be used in order for the program to be effective. It is also imperative that the potential use of PMM not confuse positive motivation with positive reinforcement. Positive reinforcement is related to getting someone to respond in the desired manner based on the rewards they receive. The Positive Motivation Model includes both positive reinforcement and negative reinforcement. It attempts to get people to perform based on their desire to perform, their respect for their leader and their commitment to the goals of their organization. General David C. Jones talked about the absolute necessity for respect in

a supervisor-subordinate relationship when he said, "Supervisors and Commanders - lay the rules out clearly, insist on compliance, lead by example, manage your people with the dignity, respect, fairness, and individual consideration you, yourself, want to be shown." PMM does not attempt to use fear or intimidation as a means of motivation. It recognizes that fear and intimidation will allow a leader to accomplish short-term goals but at the price of long-term resentment. It further recognizes that the energy wasted by personnel on their resentment makes it vastly more difficult for them to sustain high levels of productivity or performance. The following figure shows how both positive and negative motivation can achieve the desired performance; however, they will produce different effects. Both positive and negative motivation use reinforcements (rewards and disciplines), but it is the manner in which these reinforcements are applied that determine whether it will end up being positive motivation or negative motivation. PMM incorporates those tried and true principles which make the reinforcement have a positive effect and thus produce not only a desired performance but also a long-term commitment to the unit.

PERFORMANCE
1. HARDER TO ACHIEVE AND IMPLEMENT
2. LONG-TERM EFFECTS
3. HIGH COMMITMENT TO THE UNIT

RESULT

APPLICATION

POSITIVE MOTIVATION MODEL

KEY POINTS: APPRECIATION OF STRENGTHS; TWO-WAY FEEDBACK; RELEVANT TASKINGS; IMMEDIACY; CONSISTENCY; NO LABELING; DIRECTED TOWARD BEHAVIOR; INCREASES SELF ESTEEM

POSITIVE MOTIVATION

(SUBORDINATE ACHIEVES BECAUSE OF RESPECT FOR SUPERVISOR – STRONG DESIRE TO EMMULATE

TOOLS

POSITIVE REINFORCEMENT (REWARDS)

NEGATIVE REINFORCEMENT (DISCIPLINES)

APPLICATION

NEGATIVE MOTIVATION MODEL

KEY POINTS: IGNORING STRENGTHS; ONE-WAY FEEDBACK; IRRELEVANT TASKINGS; NON-IMMEDIACY; INCONSISTENCY; LABELING; DIRECTED TOWARD PERSON; DECREASES SELF-ESTEEM

NEGATIVE MOTIVATION

(SUBORDINATE ACHIEVES TO AVOID CONTACT WITH SUPERVISOR – HAS NO DESIRE TO EMMULATE)

RESULT

PERFORMANCE
1. EASY TO ACHIEVE; QUICK RESULTS
2. SHORT-TERM EFFECTS
3. LOW COMMITMENT TO THE UNIT

Design by:
ClC Chris Carfagno

FIGURE 1

-7-

Components of the Model

The Positive Motivation Model can be thought of as a pie consisting of five slices (See Appendix A). The first slice of the pie is called [EXPECTATIONS]. Expectations has five objectives: introducing yourself, setting a positive atmosphere, explaining obligations of the subordinate, explaining the rationale, and providing an overview. The second slice of the pie is called [SKILLS]. It has three primary objectives: providing a rationale for teaching and training, demonstrating the need to model the desired skill, and providing an opportunity for rehearsal of skills. The third slice of the pie is called [FEEDBACK]. Feedback has three objectives: explaining the general rules for feedback, explaining rules for providing feedback for positive behavior, and providing rules for use when giving negative feedback. The fourth slice of the pie, and the one most often misused, is called [CONSEQUENCES]. This slice of the pie has six objectives: explaining the "rules of consequences", investigating available rewards, stressing the importance of providing rewards, explaining the purpose of discipline. investigating available forms of discipline and stressing the importance of providing appropriate discipline. The fifth and final piece of the pie is called [GROWTH]. There are five objectives associated with this slice of the pie. These objectives are: explaining the importance that self-esteem plays

in personnel performance and productivity, outlining variables that serve to increase and decrease self-esteem, stressing the importance of establishing performance goals, explaining the importance of providing challenges to personnel, and investigating the role that "homework assignments" play in achieving self-esteem and growth.

METHODOLOGY

Four questionnaires were used to assess the officers' and cadets' attitudes about the Positive Motivation Model. All of these questionnaires were taken volutarily and anonymously, then placed in a plain envelope and returned for evaluation. Only those officers or cadets who had directly received training in PMM received the questionnaires.

The first two questionnaires (see Appendix B) were given immediately after they had received training in PMM which, in this case, occurred during the two Basic Cadet Training preparation periods (26 June through 3 July for First BCT; 15-19 July for Second BCT). This gave a measure of how well this information was initially received and also a prediction of how open the people trained in PMM would be toward applying it in BCT. All of the survey questions that refer to "Pre-BCT Survey" talk about these surveys that were given prior to the trainees engaging in BCT. A very large percentage of the people trained ended up completing this questionnaire (77%), so the results are indicative of that population's attitudes. In order to help the reader understand who responded to the questionnaires a breakdown of who took the Pre-BCT Survey is provided below:

	TOTAL POPULATION	TOTAL RESPONSES	PERCENT
1st BCT AOCs	40	21	53%
2nd BCT AOCs	7*	1	14%
Total AOCs	47	22	47%

*There were seven AOCs who worked 2nd BCT and who hadn't previously been involved in 1st BCT.

	TOTAL POPULATION	TOTAL RESPONSES	PERCENT
1st BCT Group Staff	18	6	33%
2nd BCT Group Staff	19	13	68%
Total Group Staff	37	19	51%
1st BCT Squadron Commanders/Ops Officers	20	20	100%
2nd BCT Squadron Commanders/Ops Officers	20	23	100%
Total Squadron Commanders/Ops Officers	40	43	100%
1st BCT Flight Commanders/Element Leaders	160	139	87%
2nd BCT Flight Commanders/Element Leaders	160	113	71%
Total BCT Flight Commanders/Element Leaders	320	252	79%
1st BCT Flight Specialists	42	39	93%
2nd BCT Flight Specialists	42	32	76%
Total BCT Flight Specialists	84	71	85%
1st BCT Totals	280	225	80%
2nd BCT Totals	248	182	73%
All BCT Totals	528	407	77%

The next two questionnaires (see Appendix C) were anonymously and voluntarily completed during the final week of each respective BCT period (16-20 July for 1st BCT; 6-8 August for 2nd BCT). This gave a measure of how the people viewed PMM after having had an opportunity to apply it. All of the survey questions that refer to "Post-BCT Survey" talk about these surveys which were given at the conclusion of each BCT period. There are some limitations which perhaps biased these results. These are discussed in the section on "Limitations". It is important to note that a very large percentage of the population did respond on this questionnaire (69%) as evidenced by the following breakdown:

GROUP TRAINED	TOTAL POPULATION	TOTAL RESPONSES	PERCENT
1st BCT AOC	40	16	40%
2nd BCT AOC	7	0	0%
Total	47	16	34%
1st BCT Group Staff	18	3	17%
2nd BCT Group Staff	19	10	53%
Total Group Staff	37	13	35%
1st BCT Squadron Commanders/Ops Officers	20	17	85%
2nd BCT Squadron Commanders/Ops Officers	20	19	95%
Total Squadron Commanders/Ops Officers	40	36	90%
1st BCT Flight Commanders/ Element Leaders	160	146	91%
2nd BCT Flight Commanders/ Element Leaders	160	121	76%
Total Flight Commanders/ Element Leaders	320	267	83%
1st BCT Flight Specialists	42	31	74%
2nd BCT Flight Specialists	42	1	2%
Total Flight Speecialists	84	32	38%
1st BCT Totals	280	213	76%
2nd BCT Totals	248	151	61%
All BCT Totals	528	364	69%

FINDINGS

The results of the surveys on the Positive Motivation Model (PMM) which were conducted before and after first and second BCT are reported in this section. In order to make these findings as understandable as possible, it was decided that all of the data related to the Pre-BCT surveys (see Appendix B) would be reported first. The results of the Post-BCT surveys (see Appendix C) are reported next. The average response score for each of the questions was broken down into the various groups who responded (i.e., AOCs, Squadron Commanders, etc.). The average score, number of people who responded, and the percentages are indicated in the respective tables (Tables 1a, 2a, 3a, etc.). All of the data related to these surveys were analyzed using analysis of variance (ANOVA) procedures. All of the findings that are reported as significant were statistically significant at the $P=.05$ level or lower. These significant differences between groups who answered the questionnaire are indicated by an asterisk in the tables which compare the groups (Table 1b, 2b, 3b, etc.).

Pre-BCT Survey

There were 12 questions of interest related to the Pre-BCT survey. The findings related to each question are reported below.

QUESTION 8

Question 8 of the Pre-BCT survey was related to the relevance of PMM to BCT. Specifically this question asked, "Was PMM seen as relevant to BCT?" Four hundred eight people responded to this question. Of those who responded, 93% said "yes", 4% were uncertain, and 3% said "no". The responses of the individuals who were on Group Staff and the Flight Commander/Element Leader group differed significantly from the other groups on this question (see Table 16). The results related to each group that responded to this question are reported in Table 1a, and any significant differences between the groups are indicated by an asterisk in Table 1b.

OPEN AND RELEVANT

VERY RELEVANT (57%)

SOMEWHAT RELEVANT (36%)

UNCERTAIN (4%)

SOMEWHAT IRRELEVANT (3%)

VERY IRRELEVANT (6%)

5.0

4.0

3.0

2.0

1.0

OVERALL (4) 4.5
1 BCT (205) 4.6
2 BCT (193) 4.3

AOC (22) 4.9
1 BCT (21) 5.0
2 BCT (1) 4.0

GROUP STAFF 3.9
1 BCT (9) 4.2
2 BCT 3.8

S1/OO/OPS 4.7
1 BCT (2) 4.
2 BCT (2) 4.

FIXED (255) 4.3
1 BCT (40) 4.4
2 BCT (115) 4.7

PLT SPACE 4.8
1 BCT (33) 4.8
  4.8
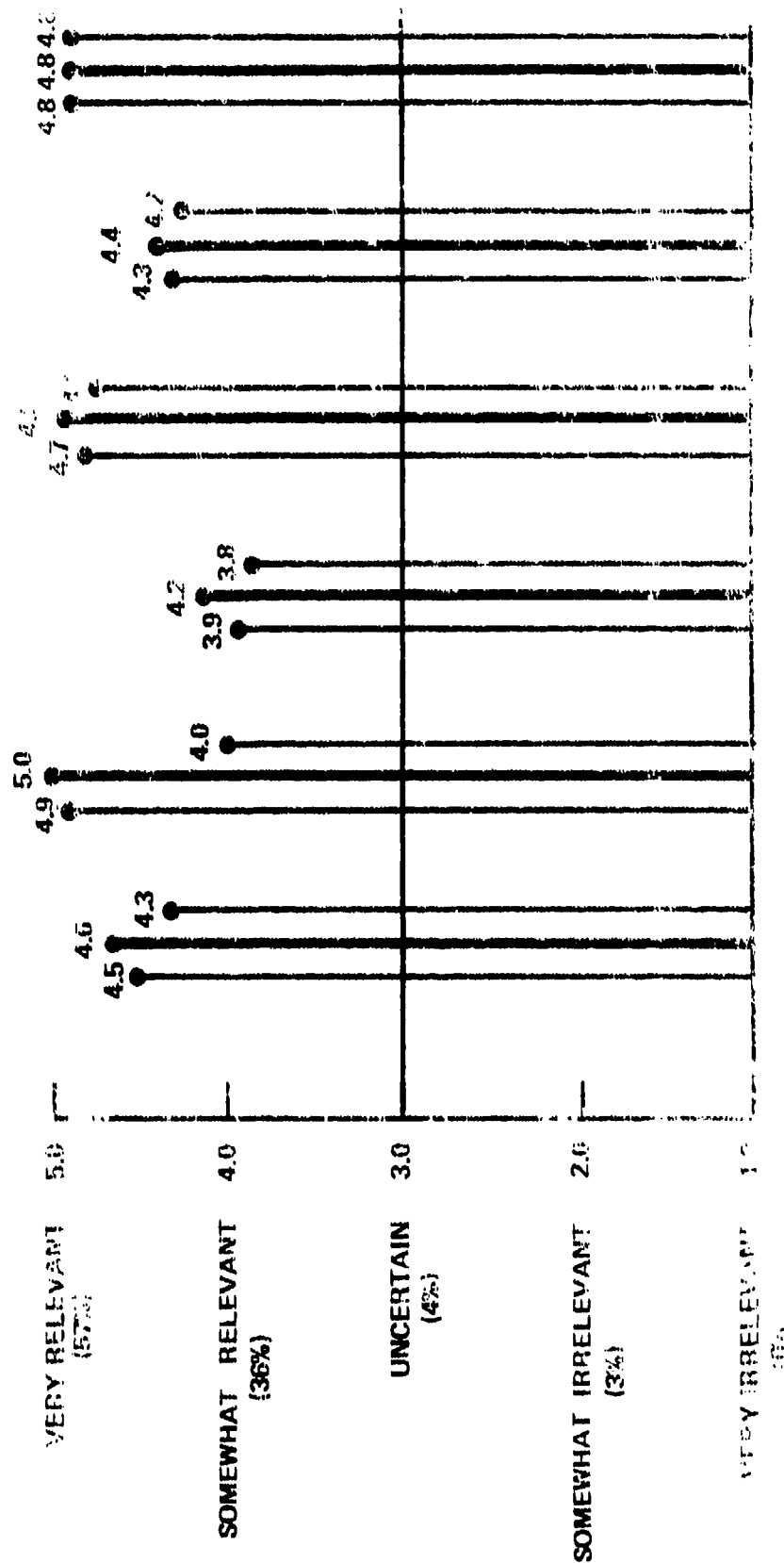
	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X	*		*	
GROUP STAFF		X			
SQ CO/OPS		*	X	*	
FC/EL				X	
FLT SPEC		*		*	X

Table 1b.   "Was PMM Seen As Relevant To BCT?"

QUESTION 9

Question 9 asked, "Do you believe that PMM should be used by a supervisor to a subordinate?" Of the 417 people who responded to this question, 97% said "yes", 1% were uncertain, and 2% responded "no". Significant differences were again found when the responses of Flight Commanders and Element Leaders were compared with the responses of AOCs, Squadron Commanders, and Flight Specialists (see Table 2b). Table 2a lists the results for each group that responded to this question.

QUESTION 10

Question 10 asked, "Do you plan to use PMM during BCT?" Four hundred six people responded to this question. Their responses indicated that 95% said "yes", 3% were uncertain, and 2% said "no". Significant differences in response pattern were found between the Flight Commander/Element Leader group and the AOC and Flight Specialist groups. Significant differences were also found when the responses of the Group Staff and the Flight Specialists were compared (see Table 3b). The results for each group are reported in Table 3a.

PRE-BCT SURVEY
"DO YOU BELIEVE THAT PMM SHOULD BE USED
BY A SUPERVISOR TO A SUBORDINATE?"

97% YES
2% NO
1% UNCERTAIN
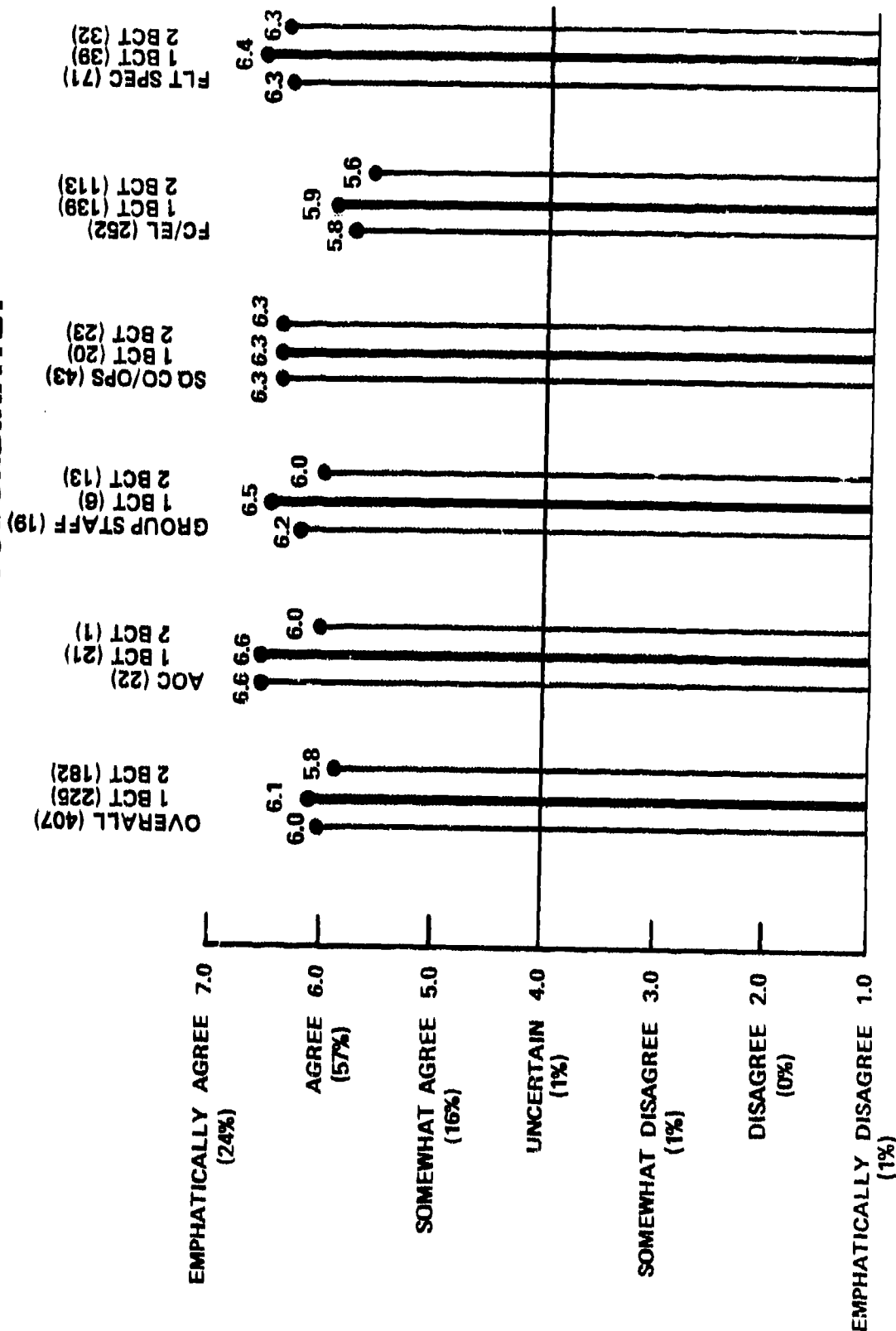
EMPHATICALLY AGREE 7.0 (24%)

AGREE 6.0 (57%)

SOMEWHAT AGREE 5.0 (16%)

UNCERTAIN 4.0 (1%)

SOMEWHAT DISAGREE 3.0 (1%)

DISAGREE 2.0 (0%)

EMPHATICALLY DISAGREE 1.0 (1%)

OVERALL (407) 6.0
1 BCT (225) 6.1
2 BCT (182) 5.8

AOC (22) 6.6
1 BCT (21) 6.6
2 BCT (1) 6.0

GROUP STAFF (19) 6.2
1 BCT (6) 6.5
2 BCT (13) 6.0

SQ CO/OPS (43) 6.3
1 BCT (20) 6.3
2 BCT (23) 6.3

FC/EL (252) 5.8
1 BCT (139) 5.9
2 BCT (113) 5.6

FLT SPEC (71) 6.3
1 BCT (39) 6.4
2 BCT (32) 6.3

	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X			
SQ CO/OPS			X	*	
FC/EL				X	
FLT SPEC				*	X

Table 2b.   "Do You Believe That PMM Should Be Used By A Supervisor
            To A Subordinate?"

PRE-BCT SURVEY
"DO YOU PLAN TO USE PMM DURING BCT?"
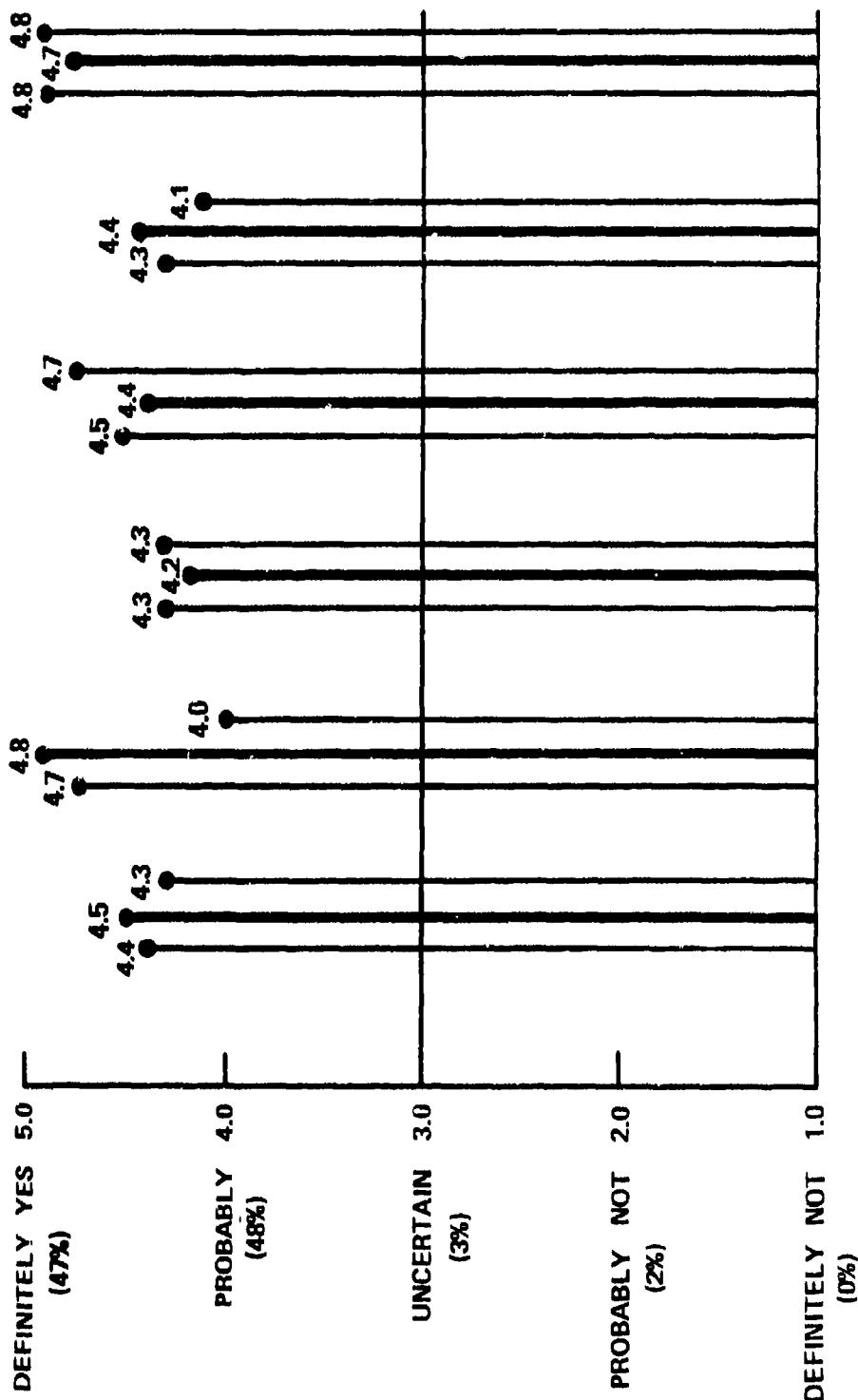
	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X			
SQ CO/OPS		.	X		
FC/EL				X	
FLT SPEC				*	X

Table 3b. "Do You Plan To Use PMM During BCT?"

QUESTION 11

Question 11 asked respondents to indicate what percentage of upperclassmen they believed would use PMM during this BCT. Based on the responses of 407 people, it was found that 7% of the respondents believed that 90% or more of the upperclassmen would use PMM, 40% of those who responded believed that the actual number of upperclassmen who would use PMM would range between 70 and 89%; 35% of those who responded indicated that between 50 and 69% of upperclassmen would use PMM; only 18% of those who responded believed that the range of actual users would be between 0 and 49%. Significant differences were found in the responses of Flight Specialists andd Flight Commanders/Element Leaders (see Table 4b). The results for each group are reported in Table 4a.

QUESTION 12

Question 12 asked respondents to indicate how successful they would expect to be in working with subordinates this BCT if they stuck to PMM. Based on the responses of 407 people, 92% indicated that they would expect to be successful; 6% were uncertain; and 2% believed that they would be unsuccessful using this model. Significant differences were discovered between the responses of Flight Commanders/Element Leaders and the responses of AOCs, Squadron Commanders/Operations Officers and Flight Specialists (see Table 5b). The results for each group are reported in Table 5a.

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PRE-BCT SURVEY
"I BELIEVE THAT ___ PERCENT OF THE UPPERCLASSMEN WILL DEFINITELY USE PMM DURING THIS BCT"

Table 4a

-23-
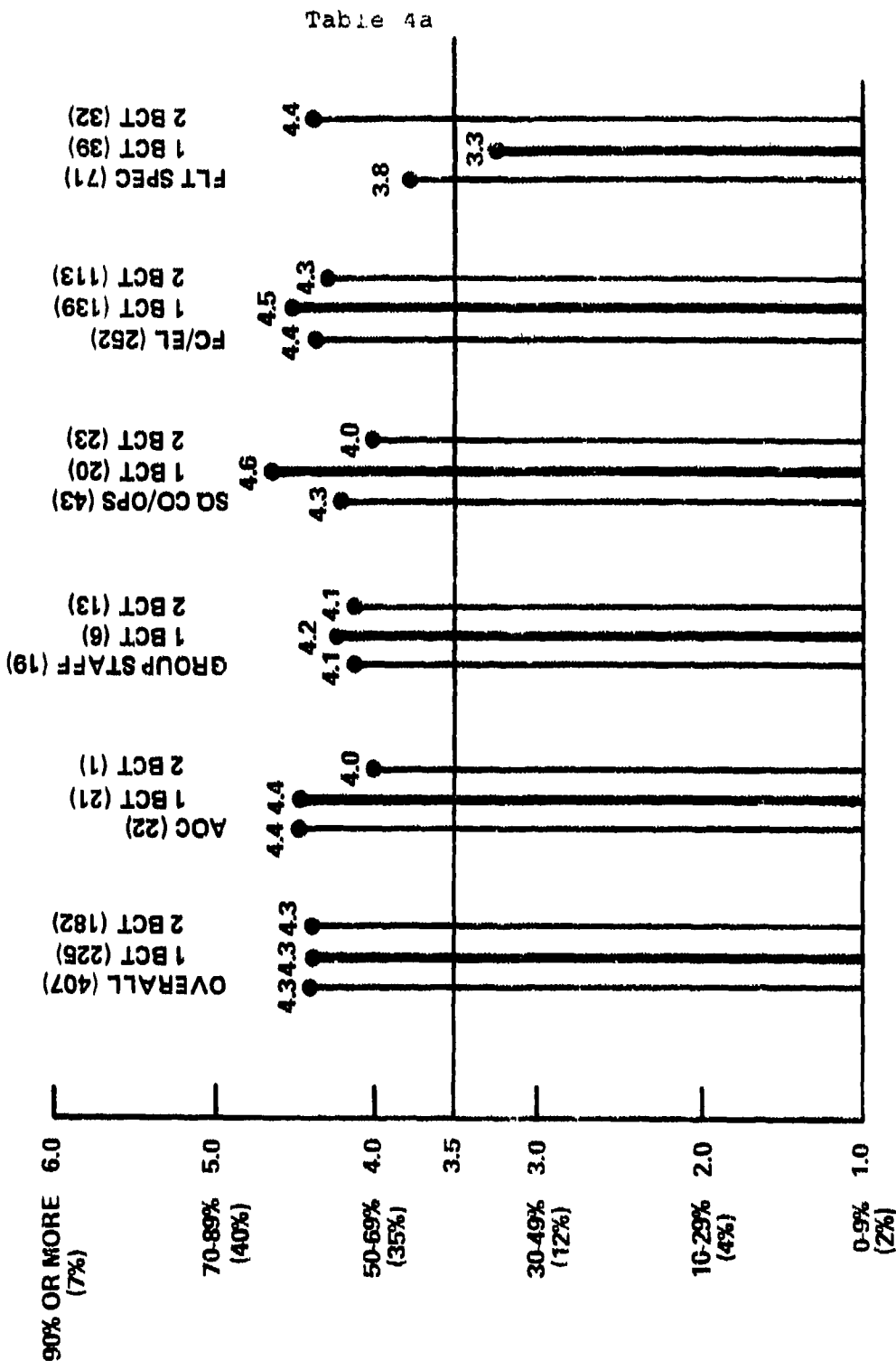
	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X				
GROUP STAFF		X			
SQ CO/OPS			X		
FC/EL				X	
FLT SPEC				*	X

Table 4b. "I Believe That ____ Percent of the Upperclassmen Will
Definitely Use PMM During This BCT."

PRE-BCT SURVEY

"IF YOU STUCK TO PMM THIS BCT, HOW SUCCESSFUL WOULD YOU EXPECT TO BE IN WORKING WITH SUBORDINATES?"

92% SUCCESSFUL
2% UNSUCCESSFUL
6% UNCERTAIN

2 BCT (32) — 6.1
1 BCT (39) — 6.0
FLT SPEC (71) — 6.0

2 BCT (113) — 5.3
1 BCT (139) — 5.7
FC/EL (262) — 5.5

2 BCT (23) — 6.0
1 BCT (20) — 5.9
SQ CO/OPS (43) — 6.0

2 BCT (13) — 5.8
1 BCT (6) — 5.7
GROUP STAFF (19) — 5.8

2 BCT (1) — 5.0
1 BCT (21) — 6.2
AOC (22) — 6.2

2 BCT (182) — 5.5
1 BCT (225) — 5.8
OVERALL (407) — 5.7

EXTREMELY SUCCESSFUL 7.0 (13%)
SUCCESSFUL 6.0 (56%)
SOMEWHAT SUCCESSFUL 5.0 (23%)
UNCERTAIN 4.0 (6%)
SOMEWHAT UNSUCCESSFUL 3.0 (1%)
UNSUCCESSFUL 2.0 (1%)
EXTREMELY UNSUCCESSFUL 1.0 (0%)
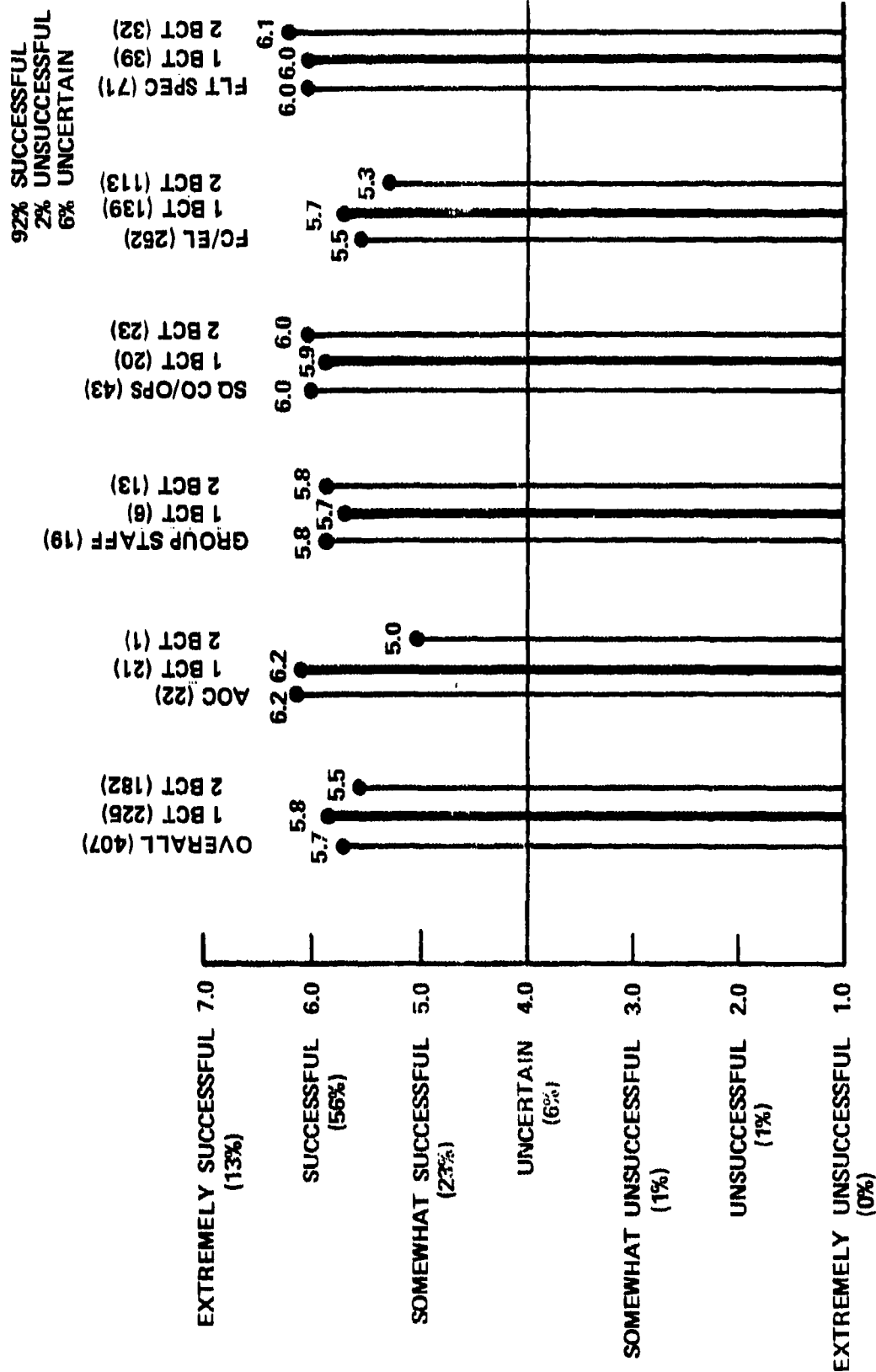
	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X			
SQ CO/OPS			X	*	
FC/EL				X	
FLT SPEC				*	X

Table 5b.   "If You Stuck to PMM This BCT, How Successful Would
            You Expect to Be in Working With Subordinates?"

QUESTION 13

This question asked respondents to indicate what percentage of upperclassmen definitely used PMM in training when the respondent was first exposed to BCT. The responses of 406 people indicated that only 4% of respondents believed that 90% or more of upperclassmen used PMM; 10% believed that the number of upperclassmen who used PMM ranged between 70% and 80%; 24% of respondents believed that the number of upperclassmen who used PMM ranged between 50% and 69%. The vast majority of respondents (37%) belived that the number of upperclassmen who used PMM ranged from 30-49%; 27% of the respondents indicated that they believed the actual number of upperclassmen who used PMM was between 0-29%. The responses of Flight Specialists differed significantly with the responses of Group Staff members and Flight Commanders/Element Leaders (see Table 6b). The results by group are reported in Table 6a.

QUESTION 14

This question asked respondents if they believed that they would have the opportunity to realistically apply PMM within the constraints of BCT. Of the 407 people responding to this question, 86% said "yes", 9% were uncertain, and 5% said "no". Once again the responses of the Flight Commander/Element Leader group were found to differ significantly with the responses of the AOCs, Squadron Commanders/Operations Officers and Flight Specialists (see Table 7b). The overall results of this question

are reported in Table 7a.

PRE-BCT SURVEY
"I BELIEVE THAT ___ PERCENT OF THE UPPERCLASSMEN DEFINITELY
USED PMM IN TRAINING WHEN I WAS FIRST EXPOSED TO BCT"
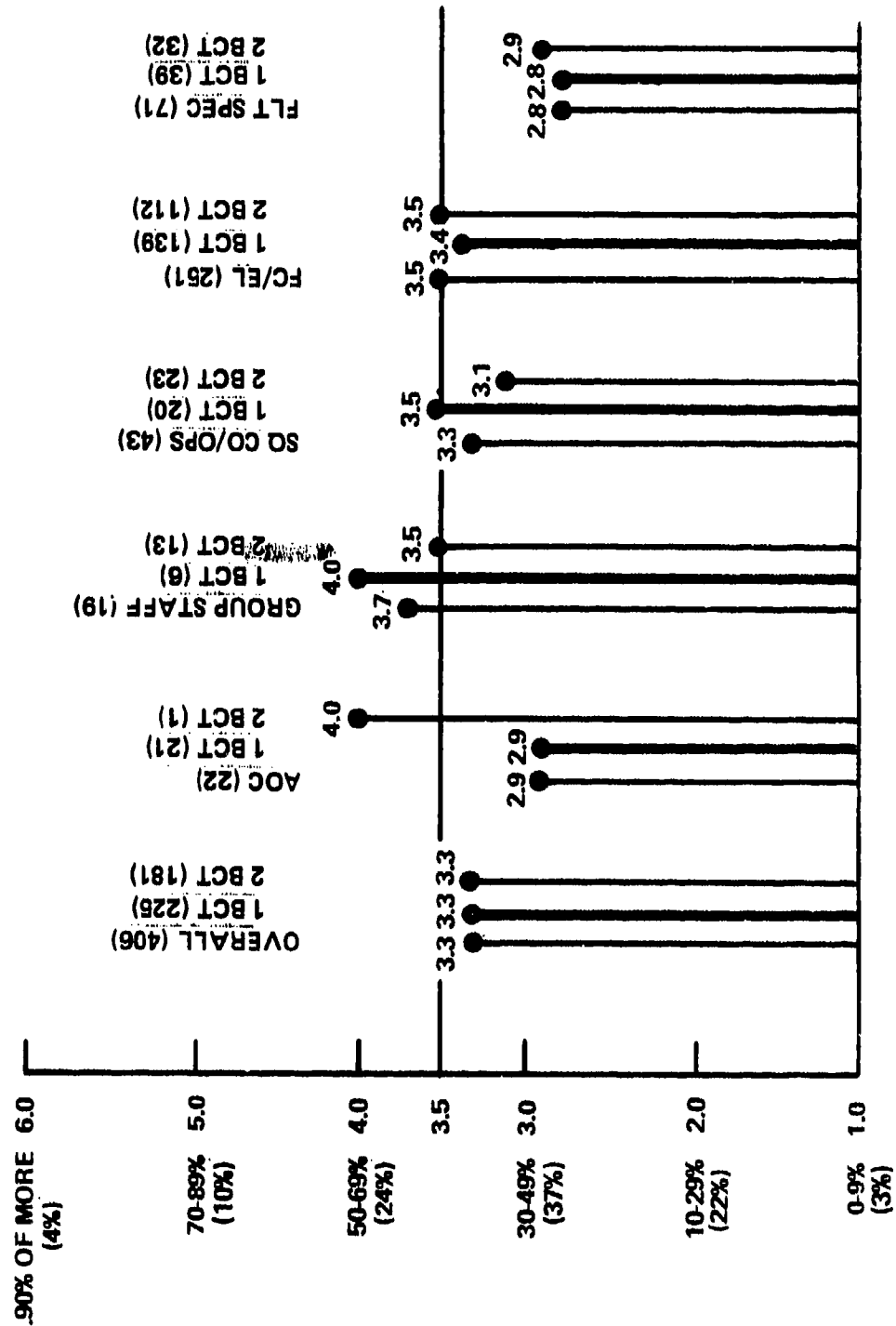
	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X				
GROUP STAFF		X			*
SQ CO/OPS			X		
FC/EL				X	*
FLT SPEC					X

Table 6b. "I Believe That _____ Percent of the Upperclassmen Definitely Used PMM in Training When I Was First Exposed to BCT."

Table 7a

PRE-BCT SURVEY

...THAT YOU WILL HAVE THE OPPORTUNITY
TO ... APPLY PMM WITHIN THE CONSTRAINTS OF BCT?

86% YES
9% UNCERTAIN
5% NO
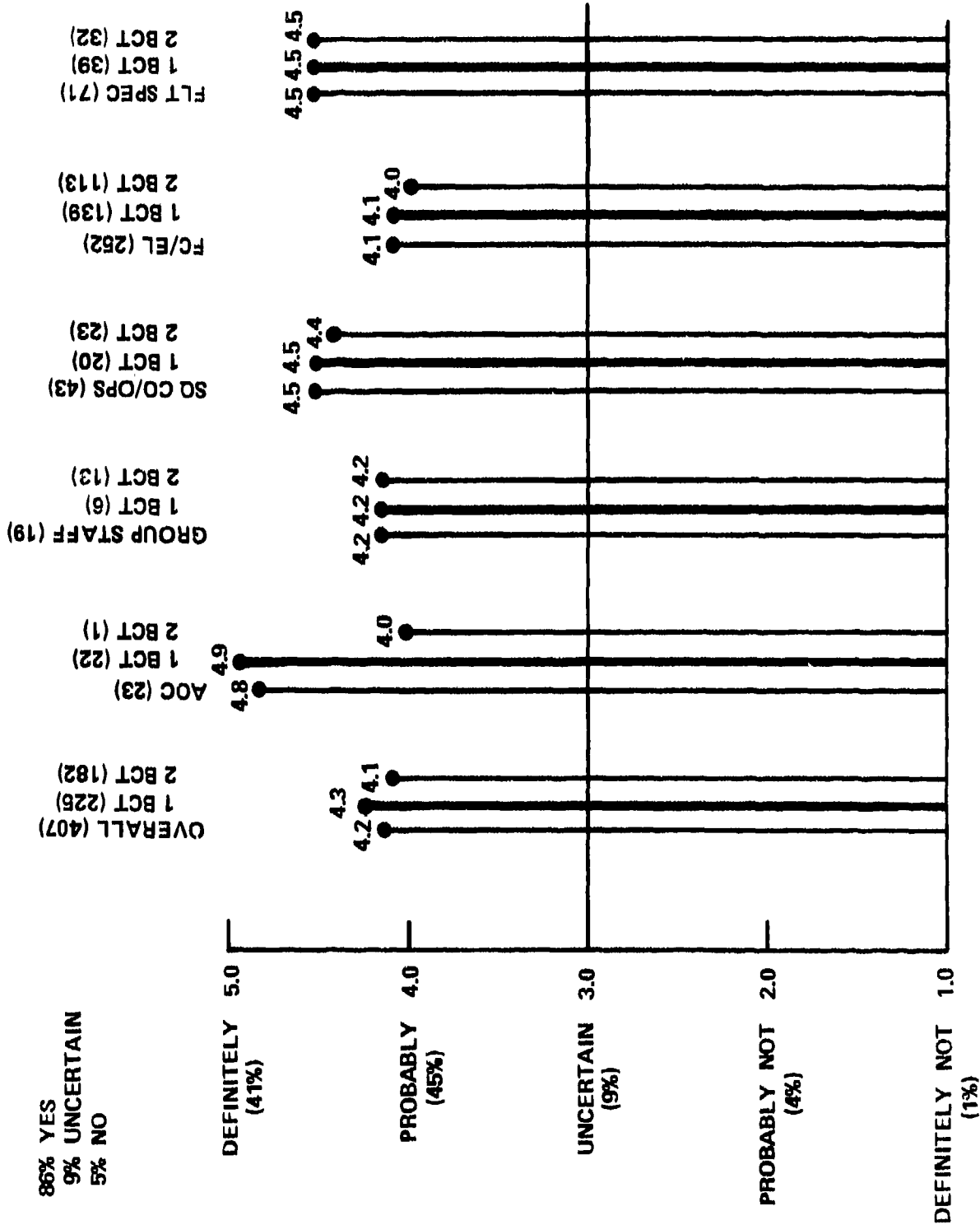
Category	Rating
OVERALL (407)	4.2
1 BCT (226)	4.3
2 BCT (182)	4.1
AOC (23)	4.8
1 BCT (22)	4.9
2 BCT (1)	4.0
GROUP STAFF (19)	4.2
1 BCT (6)	4.2
2 BCT (13)	4.2
SQ CO/OPS (43)	4.5
1 BCT (20)	4.5
2 BCT (23)	4.4
FC/EL (252)	4.1
1 BCT (139)	4.1
2 BCT (113)	4.0
FLT SPEC (71)	4.5
1 BCT (39)	4.5
2 BCT (32)	4.5

Scale:
DEFINITELY 5.0 (41%)
PROBABLY 4.0 (45%)
UNCERTAIN 3.0 (9%)
PROBABLY NOT 2.0 (4%)
DEFINITELY NOT 1.0 (1%)

	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X			
SQ CO/OPS			X	*	
FC/EL				X	
FLT SPEC				*	X

Table 7b. "Do You Believe That You Will Have The Opportunity to Realistically Apply PMM Within the Constraints of BCT?"

QUESTION 15

Question 15 was related to the training devices used in PMM. It asked, "Were the filmed vignettes useful in learning PMM?" The responses of 407 people indicated that 84% of them said "yes", 8% were uncertain, and 8% said "no". The responses of the Flight Commanders/Element Leaders differed significantly with the responses of Flight Specialists and AOCs (see Table 8b). The overall results on this question are listed in Table 8a.

QUESTION 16

This question, like the previous one, was related to the effectiveness of the training devices used in the PMM training. This question asked, "Were the booklets provided (PMM Overview, etc.) useful in learning PMM?" The responses of 405 people indicated that 83% of them said "yes", 10% were uncertain, and 7% said "no". The responses of the Flight Commander/Element Leader group differed significantly with all of the other groups on this question (see Table 9b). The results for each group are reported in Table 9a.

PRE-BCT SURVEY

"WERE THE FILMED VIGNETTES USEFUL IN LEARNING PMM?"

84% YES
8% UNCERTAIN
8% NO
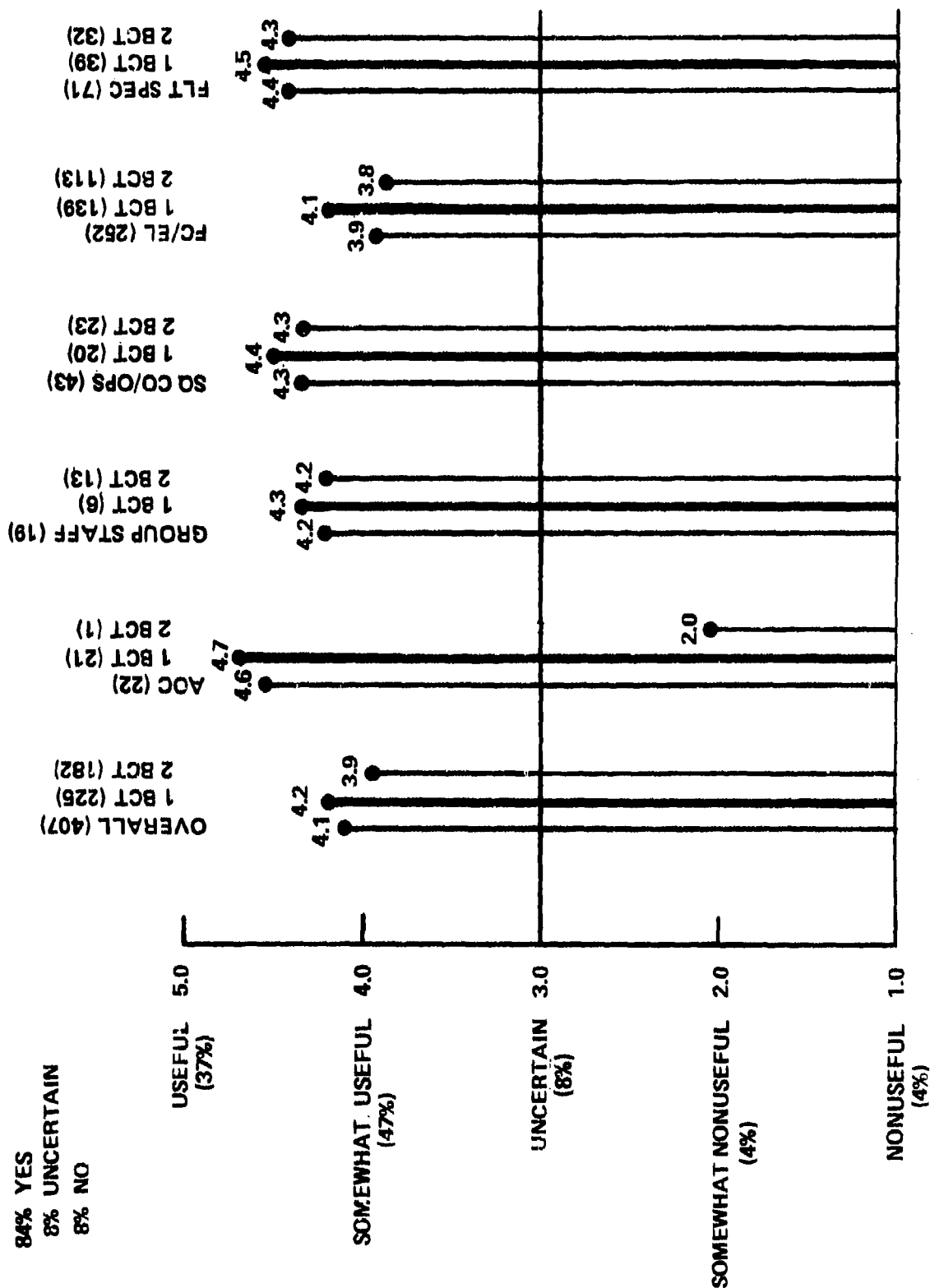
USEFUL 5.0 (37%)	
SOMEWHAT USEFUL 4.0 (47%)	
UNCERTAIN 3.0 (8%)	
SOMEWHAT NONUSEFUL 2.0 (4%)	
NONUSEFUL 1.0 (4%)	

OVERALL (407) 4.1
1 BCT (226) 4.2
2 BCT (182) 3.9

AOC (22) 4.6
1 BCT (21) 4.7
2 BCT (1) 2.0

GROUP STAFF (19) 4.2
1 BCT (6) 4.3
2 BCT (13) 4.2

SQ CO/OPS (43) 4.3
1 BCT (20) 4.3
2 BCT (23) 4.3

FC/EL (252) 3.9
1 BCT (139) 4.1
2 BCT (113) 3.8

FLT SPEC (71) 4.4
1 BCT (39) 4.5
2 BCT (32) 4.3

	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X			
SQ CO/OPS			X		
FC/EL				X	
FLT SPEC				*	X

Table 8b. "Were the Filmed Vignettes Useful in Learning PMM?"

PRE-BCT SURVEY
"WERE THE BOOKLETS PROVIDED
("PMM OVERVIEW," ETC) USEFUL IN LEARNING PMM?"
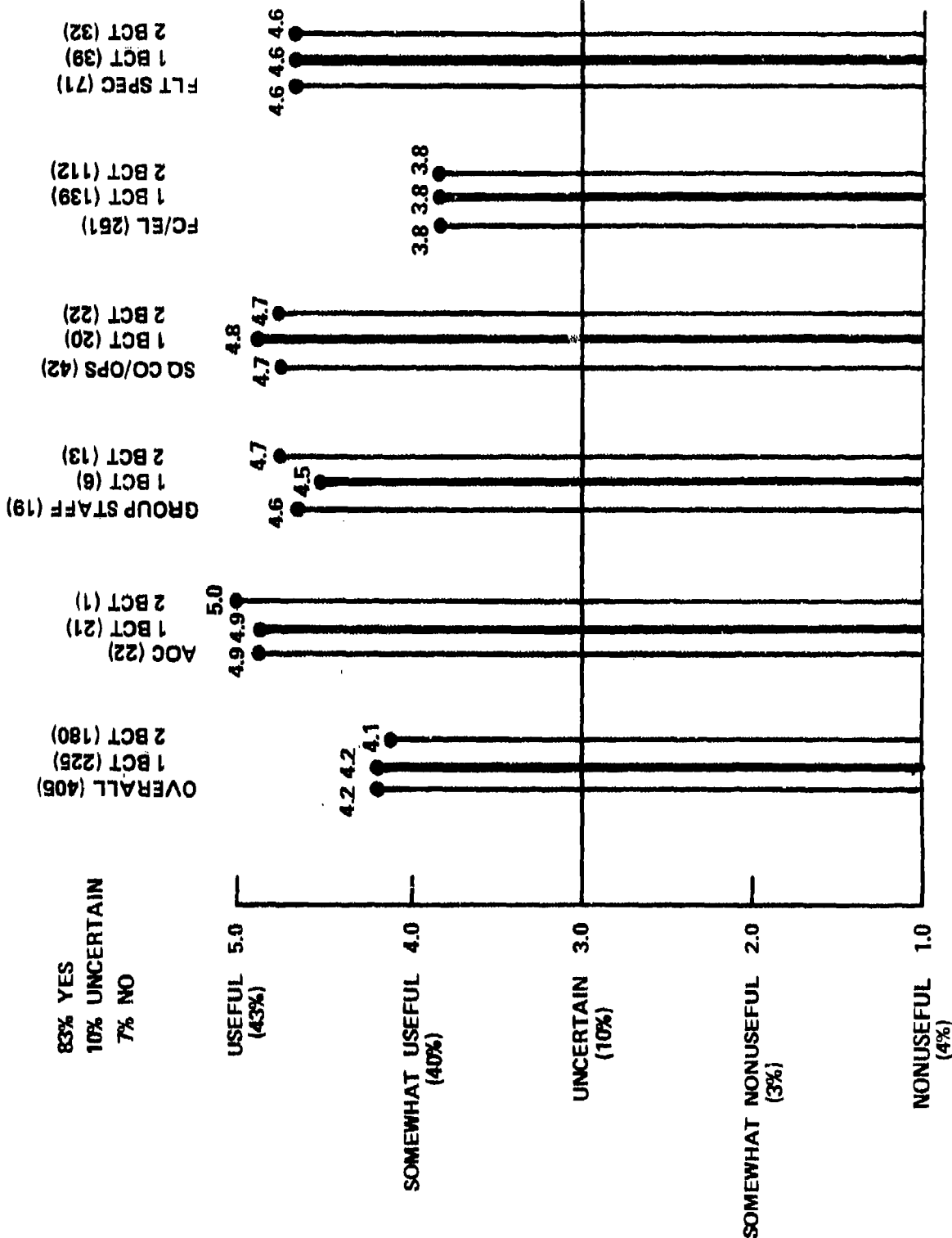
83% YES
10% UNCERTAIN
7% NO

2 BCT (32)	4.6
1 BCT (39)	4.6
FLT SPEC (71)	4.6
2 BCT (112)	3.8
1 BCT (139)	3.8
FC/EL (251)	3.8
2 BCT (22)	4.7
1 BCT (20)	4.8
SQ CO/OPS (42)	4.7
2 BCT (13)	4.7
1 BCT (6)	4.5
GROUP STAFF (19)	4.6
2 BCT (1)	5.0
1 BCT (21)	4.9 4.9
AOC (22)	
2 BCT (180)	4.1
1 BCT (225)	4.2
OVERALL (406)	4.2

USEFUL 5.0 (43%)
SOMEWHAT USEFUL 4.0 (40%)
UNCERTAIN 3.0 (10%)
SOMEWHAT NONUSEFUL 2.0 (3%)
NONUSEFUL 1.0 (4%)

-36-

	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X		*	
SQ CO/OPS			X	*	
FC/EL				X	
FLT SPEC				*	X

Table 9b. "Were the Booklets Proivded ("PMM Overview", etc.) Useful in Learning PMM?"

QUESTION 17

Question 17 was related to the format of the PMM training. It asked, "What was your opinion of the format (i.e., length, type of exercises, etc.) of the PMM training?" Of the 404 people who responded to this question, 78% said it was good, 7% were neutral, and 15% said it was bad. Again, the responses of the Flight Commander/Element Leader group was significantly different from all of the other groups (see Table 10b). The overall results related to this question are reported in Table 10a.

QUESTION 18

Question 18 asked specifically, "Was the instructor who taught you PMM credible (practiced what he/she preaches?" Table 11 lists the results to this question. Again, there were significant differences between the squadrons in how credible the instructors were seen. Some instructors were clearly seen as more credible than others. With the exception of two instructors who were seen as incredible, all others were credible.

... SURVEY

... YOUR OPINION OF THE FORMAT

(I.E. LENGTH, TYPE OF EXERCISES, ETC.) OF THE PMM TRAINING?"

78% GOOD
7% NEUTRAL
15% BAD

	Value
OVERALL (404)	4.0
1 BCT (226)	4.1
2 BCT (179)	3.7
AOC (22)	4.6
1 BCT (21)	4.8
2 BCT (1)	2.0
GROUP STAFF (19)	4.4
1 BCT (6)	4.5
2 BCT (13)	4.4
SQ CO/OPS (42)	4.4
1 BCT (20)	4.2
2 BCT (22)	4.5
FC/EL (251)	3.7
1 BCT (139)	4.0
2 BCT (112)	3.3
FLT SPEC (70)	4.4
1 BCT (39)	4.4
2 BCT (31)	4.5

Scale	
VERY GOOD 5.0 (36%)	
FAIR 4.0 (42%)	
NEUTRAL 3.0 (7%)	
POOR 2.0 (13%)	
VERY BAD 1.0 (2%)	
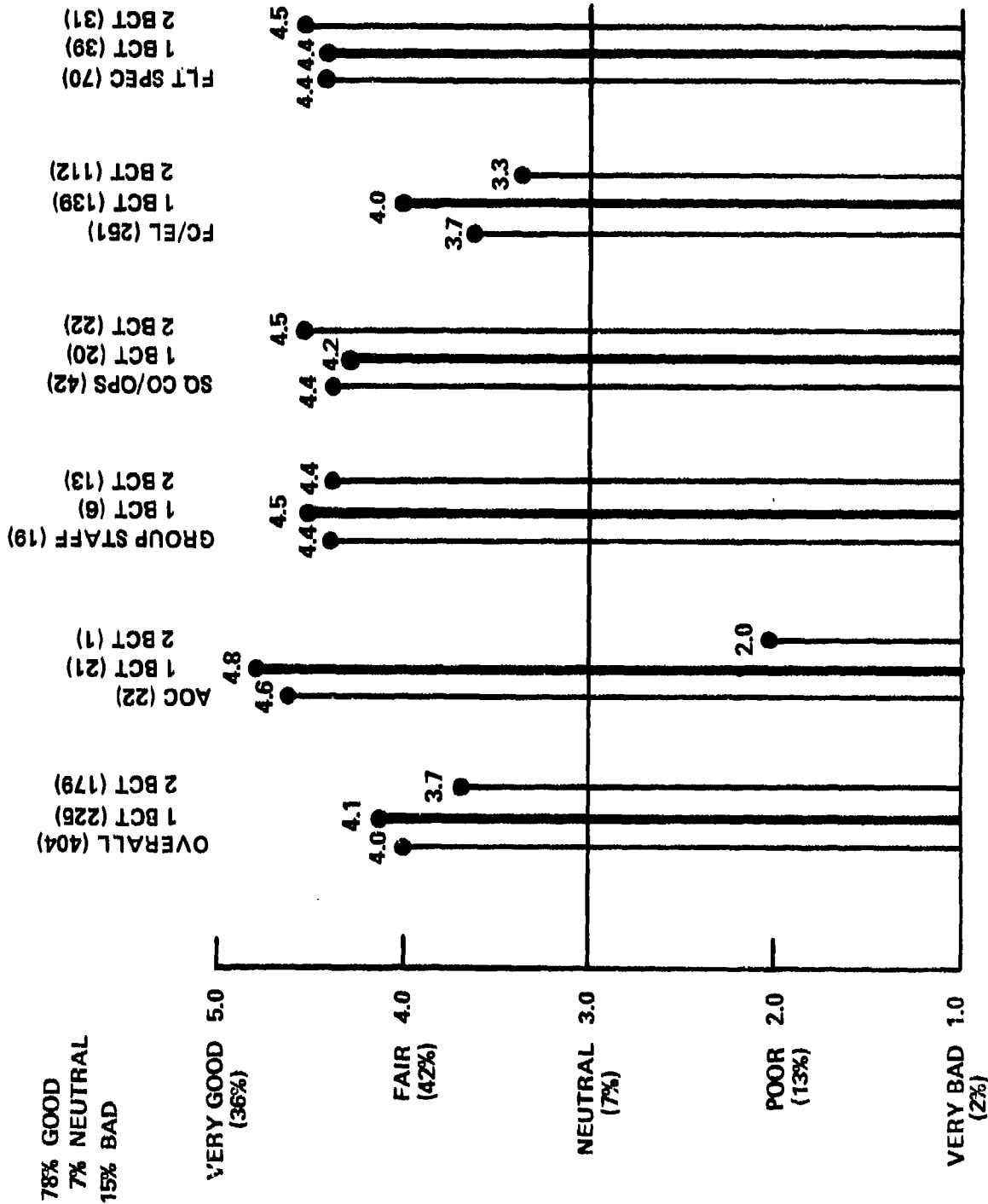
	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X		*	
SQ CO/OPS			X	*	
FC/EL				X	
FLT SPEC				*	X

Table 10b. "What Was Your Opinion of the Format (i.e., Length, Type of Exercises, etc.) of the PMM Training?"

PRE-BCT SURVEY
"WAS THE INSTRUCTOR WHO TAUGHT YOU PMM CREDIBLE
(PRACTICED WHAT HE/SHE PREACHES)?"
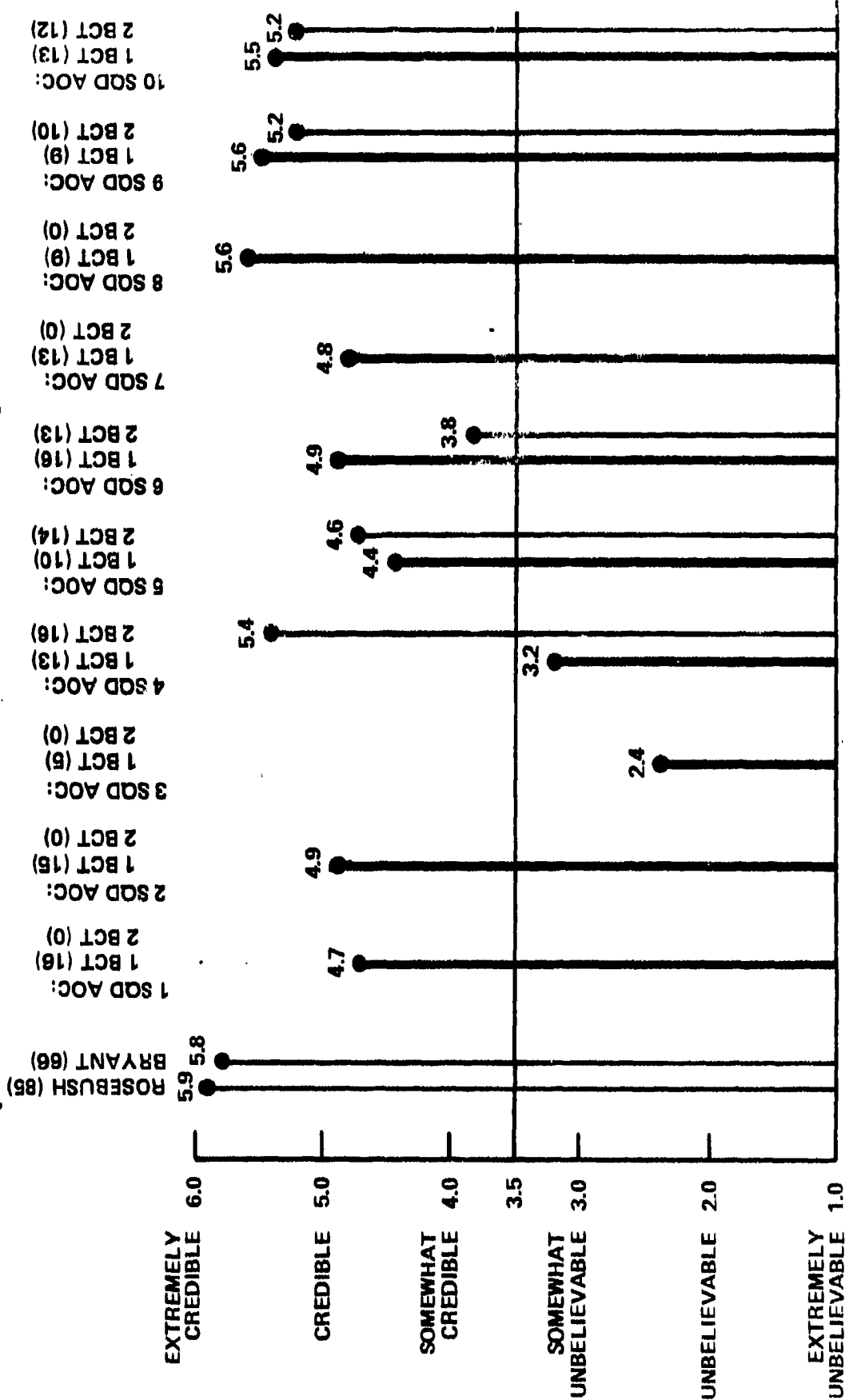
QUESTION 19

This question was related to the overall quality of instruction provided by the PMM instructors. The results of this question indicated that, for the most part, PMM instructors were seen as providing quality instruction. The specific results of this question can best be understood by reviewing Table 12. It is evident from looking at this table that there were significant differences in the overall perception of the quality of instruction but that, overall, the instruction was seen as good.

PRE-BCT SURVEY
"WHAT WAS THE OVERALL QUALITY OF INSTRUCTION PROVIDED BY YOUR PMM INSTRUCTOR?"

Table 12

	OUTSTANDING 7.0	GOOD 6.0	FAIR 5.0	NEUTRAL 4.0	POOR 3.0	BAD 2.0	VERY BAD 1.0
ROSEBUSH (86)	6.9						
BRYANT (66)	6.9						
1 SQD AOC:							
1 BCT (16)		6.4					
2 BCT (0)							
2 SQD AOC:							
1 BCT (14)		6.1					
2 BCT (0)							
3 SQD AOC:							
1 BCT (6)				4.4			
2 BCT (0)							
4 SQD AOC:							
1 BCT (13)			5.2				
2 BCT (16)		6.3					
5 SQD AOC:							
1 BCT (10)			5.4				
2 BCT (14)			5.8				
6 SQD AOC:							
1 BCT (16)		5.9					
2 BCT (13)			5.1				
7 SQD AOC:							
1 BCT (13)		6.1					
2 BCT (0)							
8 SQD AOC:							
1 BCT (6)		6.4					
2 BCT (0)							
9 SQD AOC:							
1 BCT (9)		6.8					
2 BCT (10)		6.5					
10 SQD AOC:							
1 BCT (12)		6.5					
2 BCT (12)		6.3					

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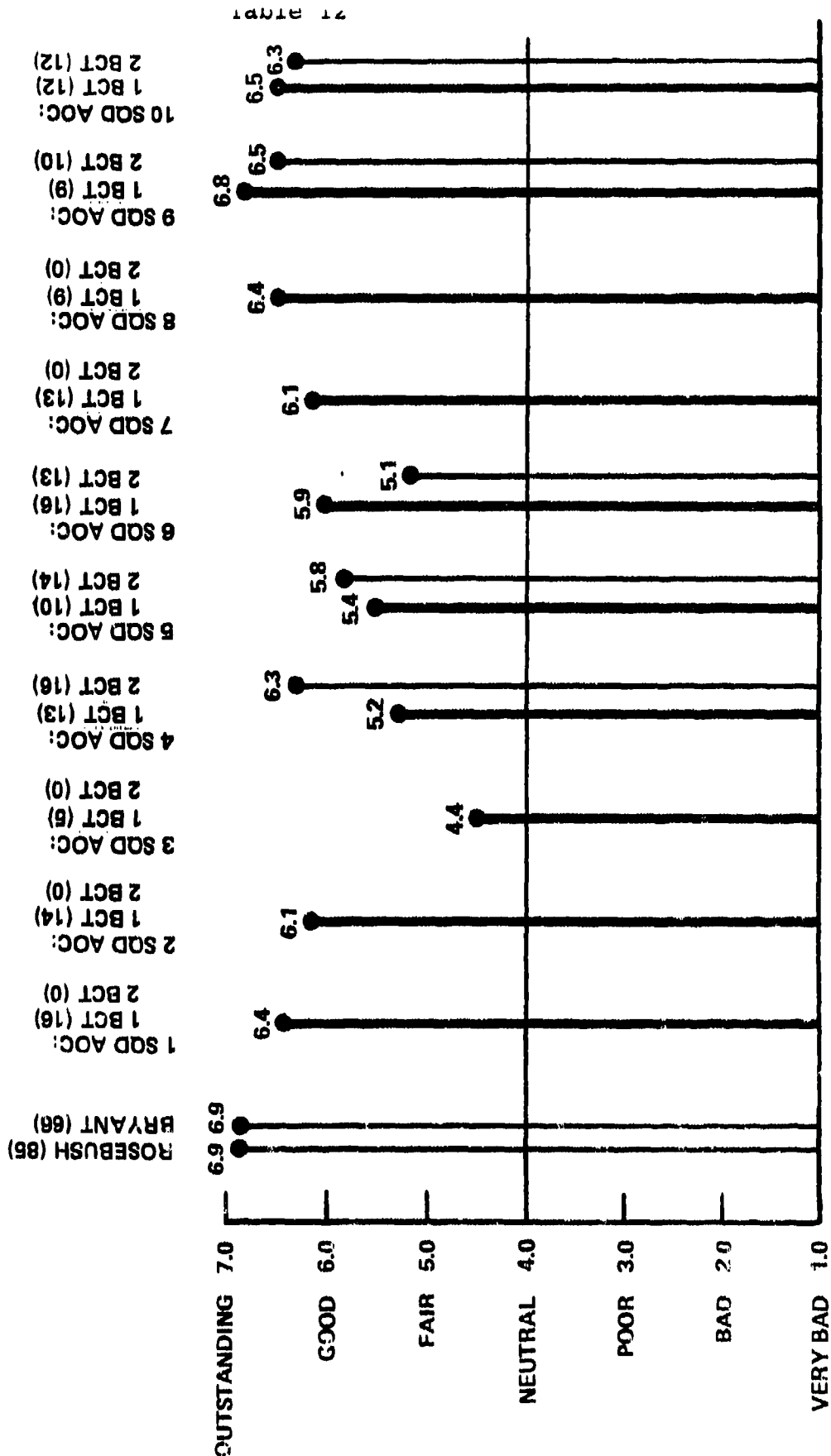
Post BCT Survey

There were 10 questions related to the Post-BCT survey.
Several of these questions follow up on questions which were
asked in the Pre-BCT survey. The degree of agreement or
disagreement in these questions is explored in the Discussion
Section.

QUESTION 5

Question 5 in the Post-BCT survey asked, "Was PMM seen as
relevant to BCT?" Of the 364 people who responded, 78% said
"yes", 8% said they were uncertain, and 13% said "no". A
significant difference in response patterns was found between the
responses of the Flight Commander/Element Leader group and the
responses of AOCs and Flight Specialists (see Table 3b). Table
13a lists the complete findings on this question by group.

QUESTION 6

Question 6 asked, "Do you believe that PMM should be used by
a superior to a subordinate?" Based on the responses of 364
people, it was found that 91% said "yes", 2% were uncertain, and
7% said "no". As was the case in the previous question, members
of the Flight Commander/Element Leader group responded
significantly differently than the AOCs and Flight Specialists
(see Table 14b). Table 14a lists the complete findings on this
question by group.

POST-BCT SURVEY
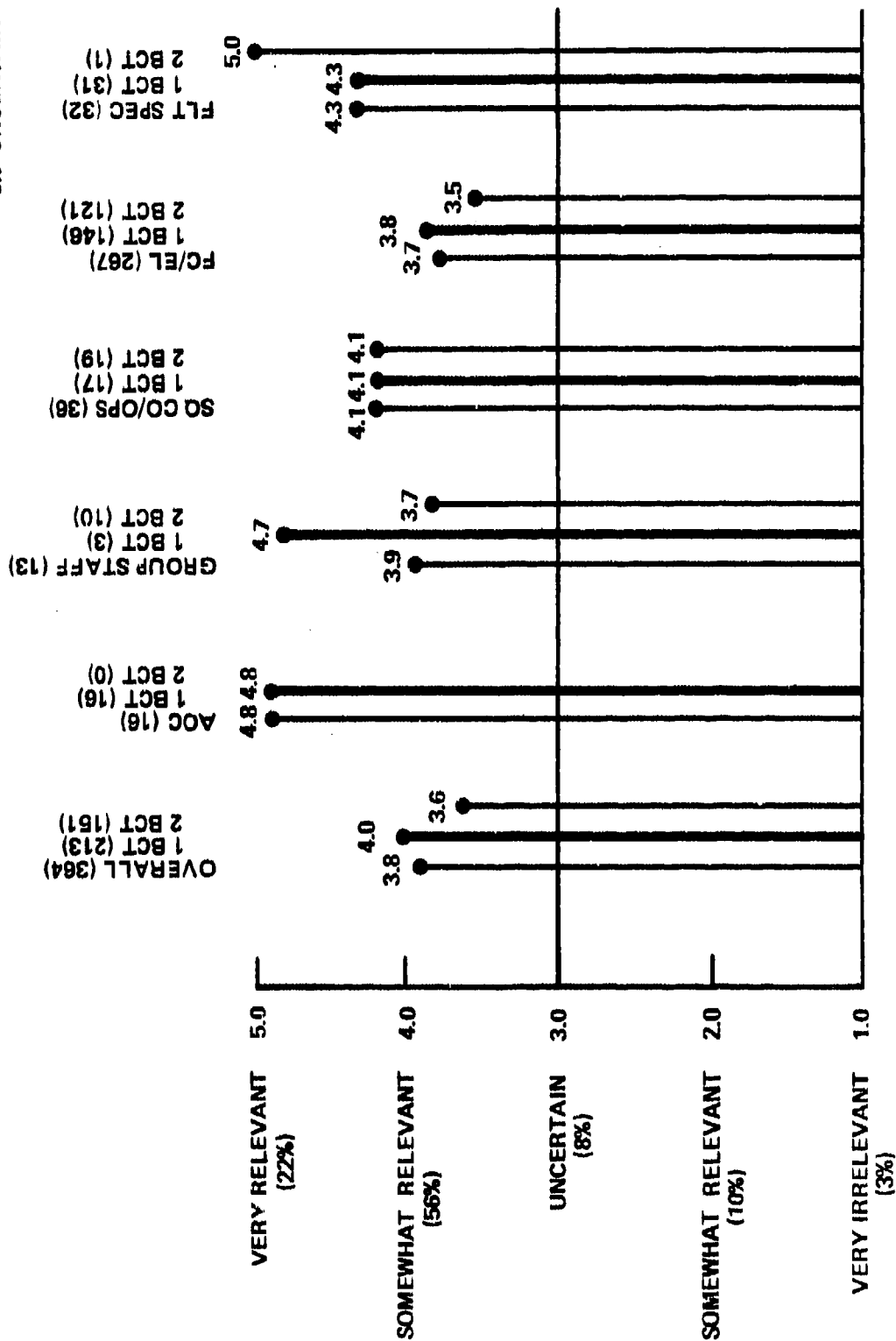## "WAS PMM SEEN AS RELEVANT TO BCT?"

	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X			
SQ CO/OPS			X		
FC/EL				X	
FLT SPEC				*	X

Table 13b.   "Was PMM Seen As Relevant To BCT?"

POST-BCT SURVEY
"DO YOU BELIEVE THAT PMM SHOULD BE
USED BY A SUPERVISOR TO A SUBORDINATE?"

91% YES
2% UNCERTAIN
7% NO

EMPHATICALLY AGREE 7.0 (14%)
AGREE 6.0 (43%)
SOMEWHAT AGREE 5.0 (34%)
UNCERTAIN 4.0 (2%)
SOMEWHAT DISAGREE 3.0 (5%)
DISAGREE 2.0 (1%)
EMPHATICALLY DISAGREE 1.0 (1%)

2 BCT (1) 7.0
1 BCT (31) 5.9
FLT SPEC (32) 6.0

2 BCT (120) 5.4
1 BCT (147) 5.4
FC/EL (267) 5.5

2 BCT (19) 5.6
1 BCT (17) 5.9
SQ CO/OPS (36) 5.8

2 BCT (10) 5.2
1 BCT (3) 6.0
GROUP STAFF (13) 5.4

2 BCT (0)
1 BCT (16) 6.3
AOC (16) 6.3

2 BCT (160) 5.4
1 BCT (214) 5.6
OVERALL (384) 5.5

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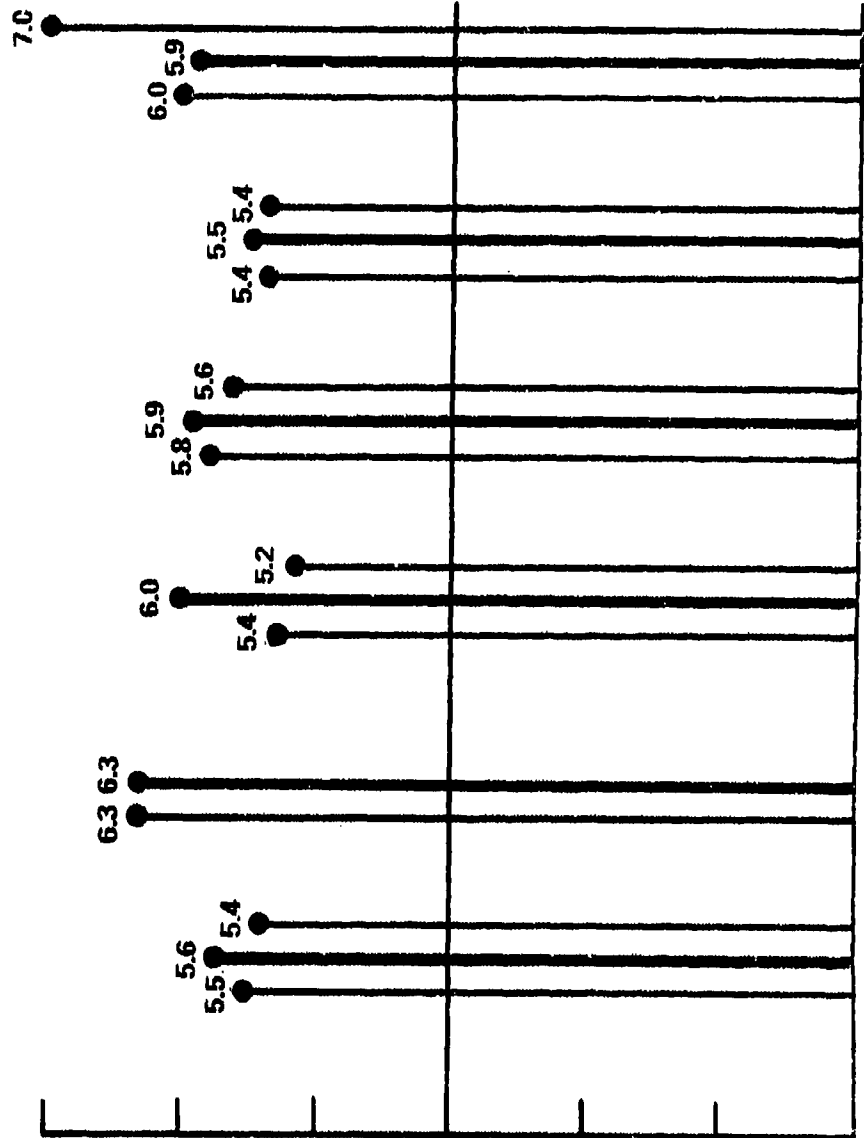
	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X			
SQ CO/OPS			X		
FC/EL				X	
FLT SPEC				*	X

Table 14b. "Do You Believe That PMM Should Be Used By A
Supervisor To A Subordinate?"

QUESTION 7

Question 7 asked respondents, "Did you use PMM during BCT?"
Three hundred sixty-three people responded. These responses
indicated that 62% of them said "yes", 36% said "sometimes" and
only 2% said "no". The first significant finding related to this
question was that the AOC group responded significantly
differently from all of the other groups with the exception of
the Flight Specialists. In addition, the Flight Specialists
responded significantly differently from the Flight
Commander/Element Leader group (see Table 15b). Table 15a lists
the results by category.

QUESTION 8

Question 8 asked, "If you stuck to PMM this BCT, how
successful were you in working with subordinates?" The responses
of 364 people indicated that 89% of them believed that they were
successful, 7% were uncertain, and 4% said they were
unsuccessful. The Flight Commander/Element Leader group again
responded in a significantly different manner than the AOC and
Flight Specialist group (see Table 16b). The results for each
group that responded to this question are listed in Table 16a.

Table 15a

USER SURVEY
"... USE PMM DURING BCT?"
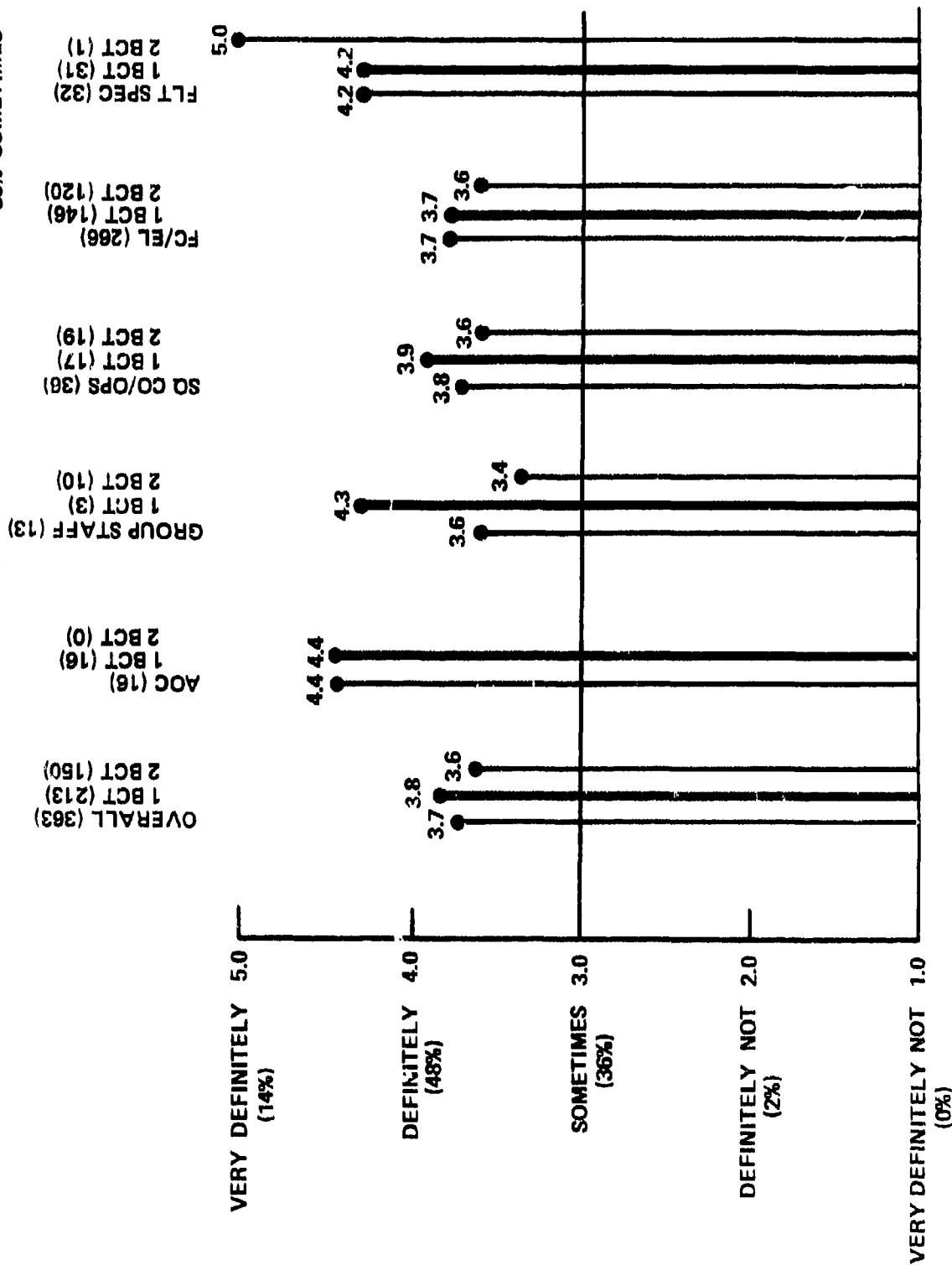
62% YES
2% NO
36% SOMETIMES

OVERALL (363)	3.7
1 BCT (213)	3.8
2 BCT (150)	3.6
AOC (16)	4.4
1 BCT (16)	4.4
2 BCT (0)	
GROUP STAFF (13)	3.6
1 BCT (3)	4.3
2 BCT (10)	3.4
SQ CO/OPS (36)	3.8
1 BCT (17)	3.9
2 BCT (19)	3.6
FC/EL (266)	3.7
1 BCT (146)	3.7
2 BCT (120)	3.6
FLT SPEC (32)	4.2
1 BCT (31)	4.2
2 BCT (1)	5.0

VERY DEFINITELY 5.0 (14%)
DEFINITELY 4.0 (48%)
SOMETIMES 3.0 (36%)
DEFINITELY NOT 2.0 (2%)
VERY DEFINITELY NOT 1.0 (0%)

	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X		*	*	
GROUP STAFF	*	X			
SQ CO/OPS			X		
FC/EL				X	
FLT SPEC				*	X

Table 15b.   "Did You Use PMM During BCT?"
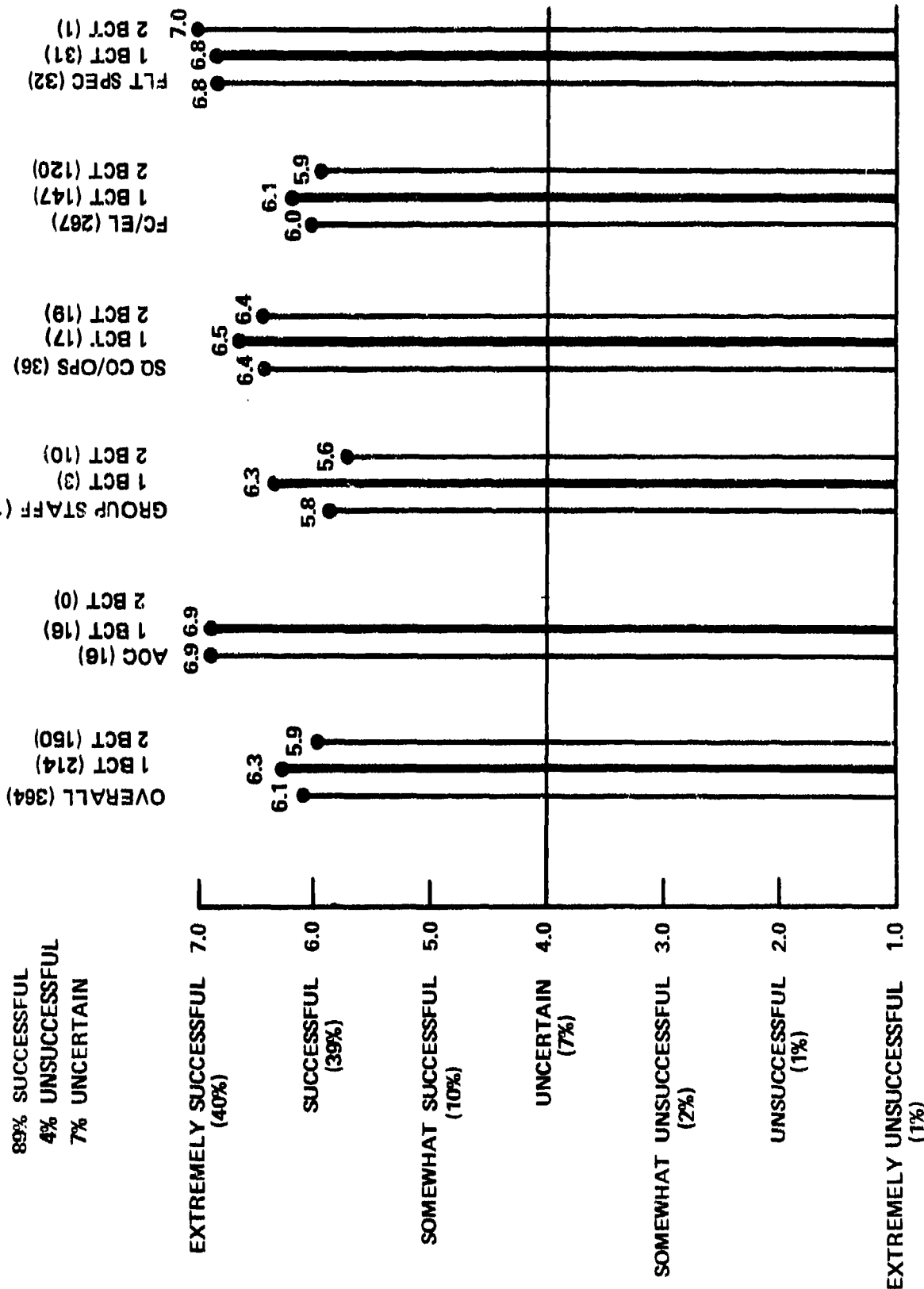
Table 16a

	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X			
SQ CO/OPS			X		
FC/EL				X	
FLT SPEC				*	X

Table 16b.   "If You Stuck to PMM This BCT, How Successful Were
You In Working With Subordinates?"

QUESTION 9

This question asked respondents to indicate the percentage of upperclassmen that they believed definitely used PMM during BCT. The responses of 364 people indicated that 7% believed that 90% or more of the upperclassmen used PMM, 30% indicated that they believed that between 70-89% of upperclassmen used PMM, 33% believed that between 50-69% of upperclassmen used PMM, less than 30% of those who responded believed that less than 50% of upperclassmen used PMM during BCT. Again, significant differences were found between the responses of the AOC group and all of the other groups except the Flight Specialists (see Table 17b). Table 17a lists the complete results of this question.

QUESTION 10

Question 10 asked, "Should PMM be used next BCT?" The responses of 365 people indicated that 73% said "yes", 7% were uncertain, and 20% said "no". The response of Group Staff members was significantly different from that of AOCs and Flight Specialists. In addition, the responses of the Flight Commander/Element Leader group was significantly different from all of the other groups except Group Staff (see Table 18b). The results related to this question are listed in Table 18a.

POST-BCT SURVEY
PERCENT OF THE UPPERCLASSMEN
"I BELIEVE THAT ___ DEFINITELY USED PMM DURING BCT"

2 BCT (1)		6.0
1 BCT (31)	4.1	4.0
FLT SPEC (32)		
2 BCT (120)	3.7	
1 BCT (147)	4.1	
FC/EL (267)	3.9	
2 BCT (19)	3.5	
1 BCT (17)	4.0	
SQ CO/OPS (36)	3.7	
2 BCT (10)	3.7 3.7	
1 BCT (3)		
GROUP STAFF (13)	3.7	
2 BCT (0)		
1 BCT (16)	4.9 4.9	
AOC (16)		
2 BCT (150)	3.7	
1 BCT (214)	4.1	
OVERALL (364)	3.9	

90% OR MORE (7%)	6.0	
70-89% (30%)	5.0	
50-69% (33%)	4.0	
	3.5	
30-49% (17%)	3.0	
10-29% (9%)	2.0	
0-9% (4%)	1.0	
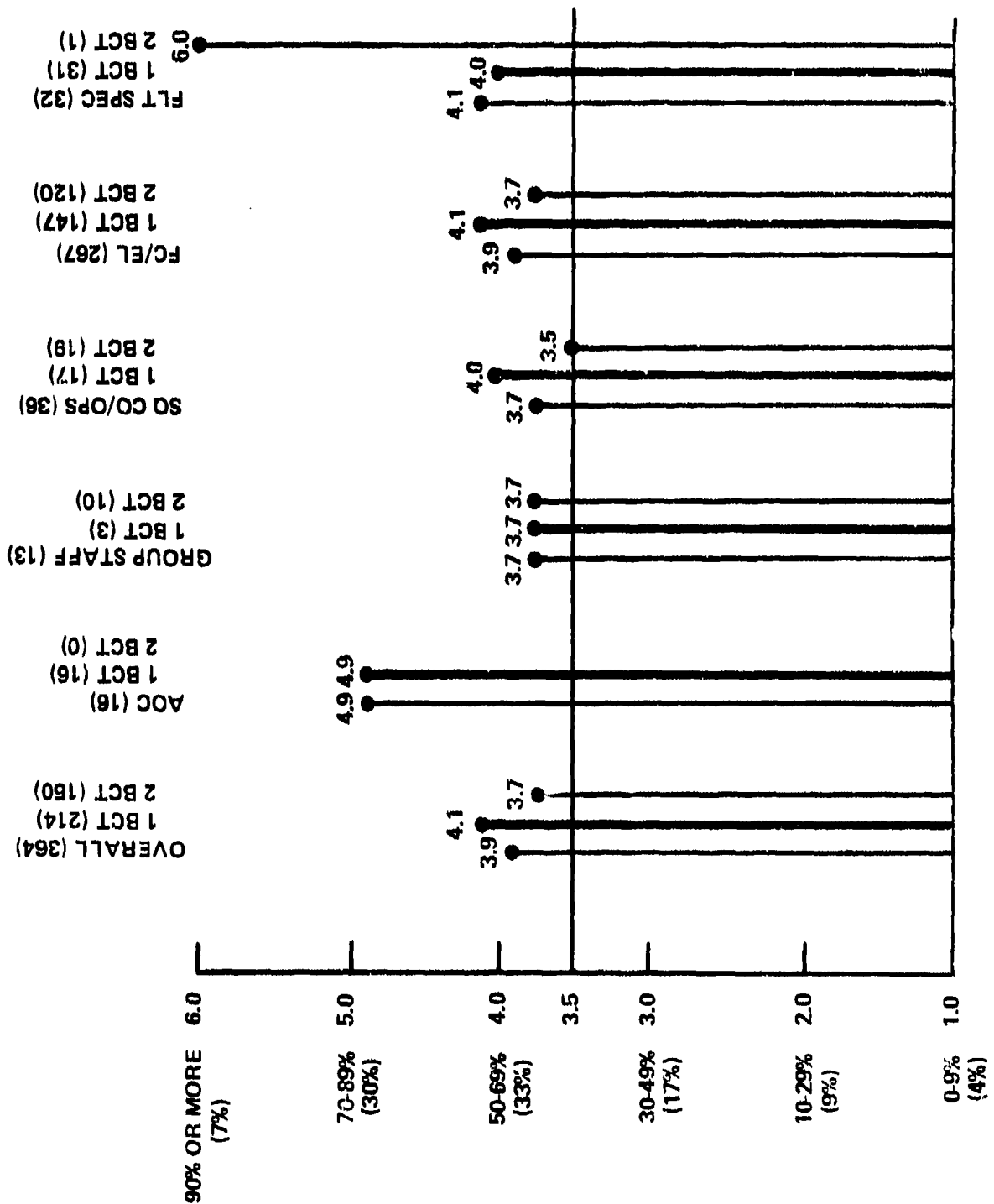
	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X		*	*	
GROUP STAFF	*	X			
SQ CO/OPS			X		
FC/EL				X	
FLT SPEC					X

Table 17b. "I Believe That _____ Percent Of The Upperclassmen
Definitely Used PMM During BCT."

POST-BCT SURVEY
"SHOULD PMM BE USED NEXT BCT?"

73% YES
7% UNCERTAIN
20% NO
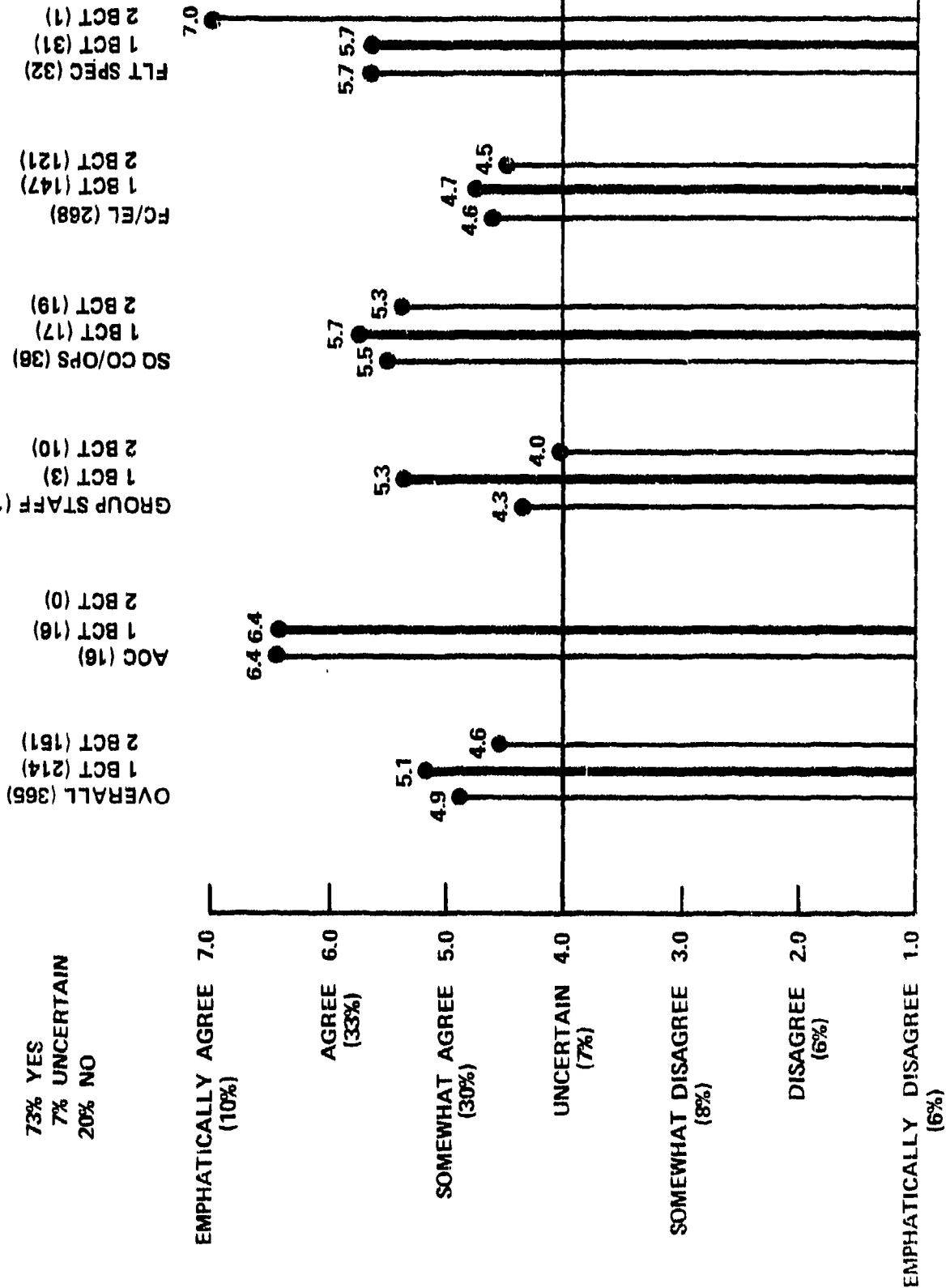
2 BCT (1) — 7.0
1 BCT (31) — 5.7 5.7
FLT SPEC (32) — 5.7

2 BCT (121) — 4.5
1 BCT (147) — 4.7
FC/EL (268) — 4.6

2 BCT (19) — 5.3
1 BCT (17) — 5.7
SQ CO/OPS (36) — 5.5

2 BCT (10) — 4.0
1 BCT (3) — 5.3
GROUP STAFF (13) — 4.3

2 BCT (0)
1 BCT (16) — 6.4 6.4
AOC (16) — 6.4

2 BCT (151) — 4.6
1 BCT (214) — 5.1
OVERALL (365) — 4.9

EMPHATICALLY AGREE 7.0 (10%)
AGREE 6.0 (33%)
SOMEWHAT AGREE 5.0 (30%)
UNCERTAIN 4.0 (7%)
SOMEWHAT DISAGREE 3.0 (8%)
DISAGREE 2.0 (6%)
EMPHATICALLY DISAGREE 1.0 (6%)

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	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X	*			
GROUP STAFF		X			
SQ CO/OPS			X		
FC/EL				X	
FLT SPEC		*			X

Table 18b.   "Should PMM Be Used Next BCT?"

QUESTION 11

This question asked respondents to indicate if they believed they had a realistic opportunity to apply PMM within the constraints of BCT. Three hundred sixty-five people responded to this question. Their responses indicated that 71% said "yes", 14% were uncertain, and 15% said "no". Group Staff and the Flight Commander/Element Leader groups tended to significantly differ with more groups than any of the other groups (see Table 19b). Table 19a lists the complete results of this question by group.

QUESTION 12

Question 12 asked, "Should PMM be used during the academic year?" The results, based on 365 respondents, indicated that 91% said "yes", 5% were uncertain, and 4% said "no". The only statistically significant finding related to this question was that the Flight Commander/Element Leader group responded very differently than the Flight Specialists (see Table 20b). Overall, results by group are listed in Table 20a.

POST-BCT SURVEY
"DO YOU BELIEVE THAT YOU HAD THE OPPORTUNITY TO REALISTICALLY APPLY PMM WITHIN THE CONSTRAINTS OF BCT?"

71% YES
14% UNCERTAIN
15% NO
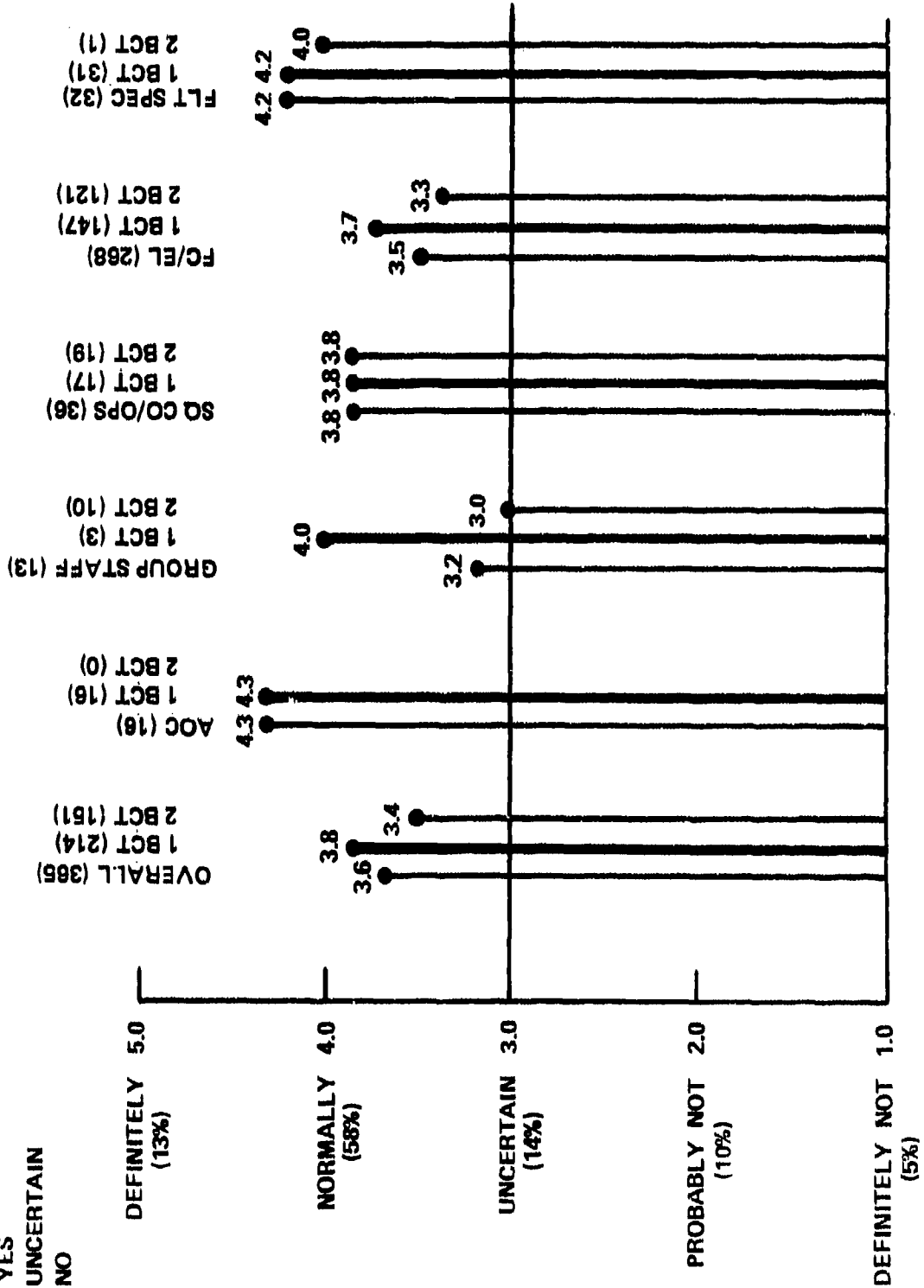
DEFINITELY 5.0
(13%)

NORMALLY 4.0
(58%)

UNCERTAIN 3.0
(14%)

PROBABLY NOT 2.0
(10%)

DEFINITELY NOT 1.0
(5%)

OVERALL (366) 3.6
1 BCT (214) 3.8
2 BCT (151) 3.4

AOC (16) 4.3
1 BCT (16) 4.3
2 BCT (0)

GROUP STAFF (13) 3.2
1 BCT (3) 4.0
2 BCT (10) 3.0

SQ CO/OPS (36) 3.8
1 BCT (17) 3.8
2 BCT (19) 3.8

FC/EL (268) 3.5
1 BCT (147) 3.7
2 BCT (121) 3.3

FLT SPEC (32) 4.2
1 BCT (31) 4.2
2 BCT (1) 4.0

	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X	*		*	
GROUP STAFF		X			
SQ CO/OPS			X		
FC/EL				X	
FLT SPEC		*		*	X

Table 19b.   "Do You Believe That You Had The Opportunity To
Realistically Apply PMM Within The Constraints Of
BCT?"

POST-BCT SURVEY

"SHOULD PMM BE USED DURING THE ACADEMIC YEAR?"

91% YES
5% UNCERTAIN
4% NO
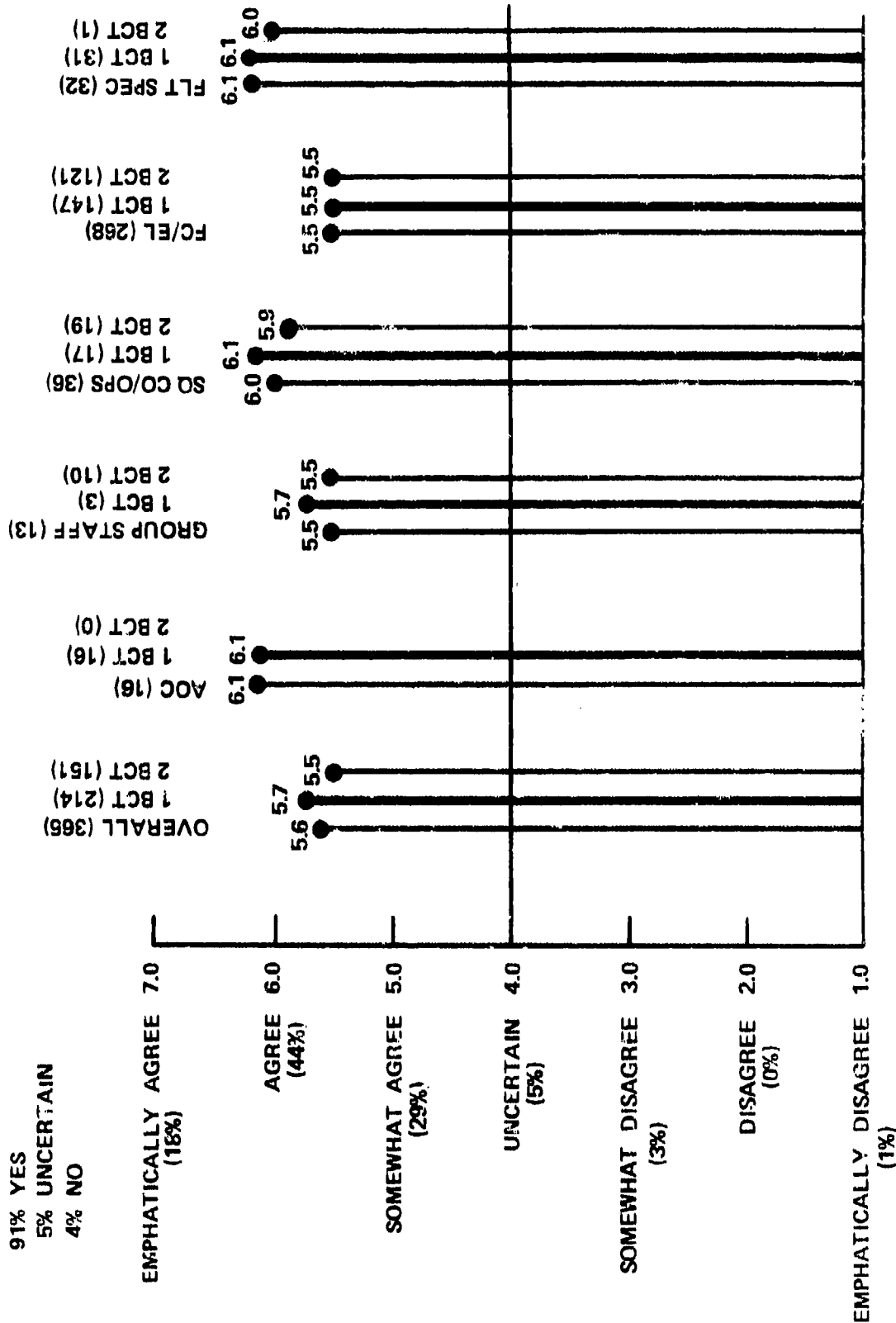
EMPHATICALLY AGREE 7.0 (18%)	
AGREE 6.0 (44%)	
SOMEWHAT AGREE 5.0 (29%)	
UNCERTAIN 4.0 (5%)	
SOMEWHAT DISAGREE 3.0 (3%)	
DISAGREE 2.0 (0%)	
EMPHATICALLY DISAGREE 1.0 (1%)	

2 BCT (1) — 6.0
1 BCT (31) — 6.1
FLT SPEC (32) — 6.1

2 BCT (121) — 5.5
1 BCT (147) — 5.5
FC/EL (268) — 5.5

2 BCT (19) — 5.9
1 BCT (17) — 6.1
SQ CO/OPS (36) — 6.0

2 BCT (10) — 5.5
1 BCT (3) — 5.7
GROUP STAFF (13) — 5.5

2 BCT (0)
1 BCT (16) — 6.1
AOC (16) — 6.1

2 BCT (151) — 5.5
1 BCT (214) — 5.7
OVERALL (366) — 5.6

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	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X				
GROUP STAFF		X			
SQ CO/OPS			X		
FC/EL				X	
FLT SPEC				*	X

Table 20b.   "Should PMM Be Used During The Academic Year?"

QUESTION 13

Question 13 was related to the utility of PMM for the entire
Cadet Wing. This question asked, "Should the rest of the Wing
receive PMM training?" The responses of 364 people indicated
that 64% of them said "yes", 11% were uncertain, and 25% said
"no". Once again, the Flight Commander/Element Leader group,
responded significantly differently from the AOCs and the Flight
Specialists (see Table 21b). The results for each category of
respondents are listed in Table 21a.

QUESTION 14

Question 14 asked, "Should PMM be used by thirdlcassmen in
supervising fourthclassmen?" Three hundred sixty-five people
responded to this question, and 70% said "yes", 7% were
uncertain, and 23% said "no". The responses of the Flight
Commander/Element Leader group was significantly different from
all of the groups except the Group Staff (see Table 22b). The
overall results for each category are listed in Table 22a.

POST-BCT SURVEY
"SHOULD THE REST OF THE WING RECEIVE PMM TRAINING?"

64% YES
11% UNCERTAIN
25% NO
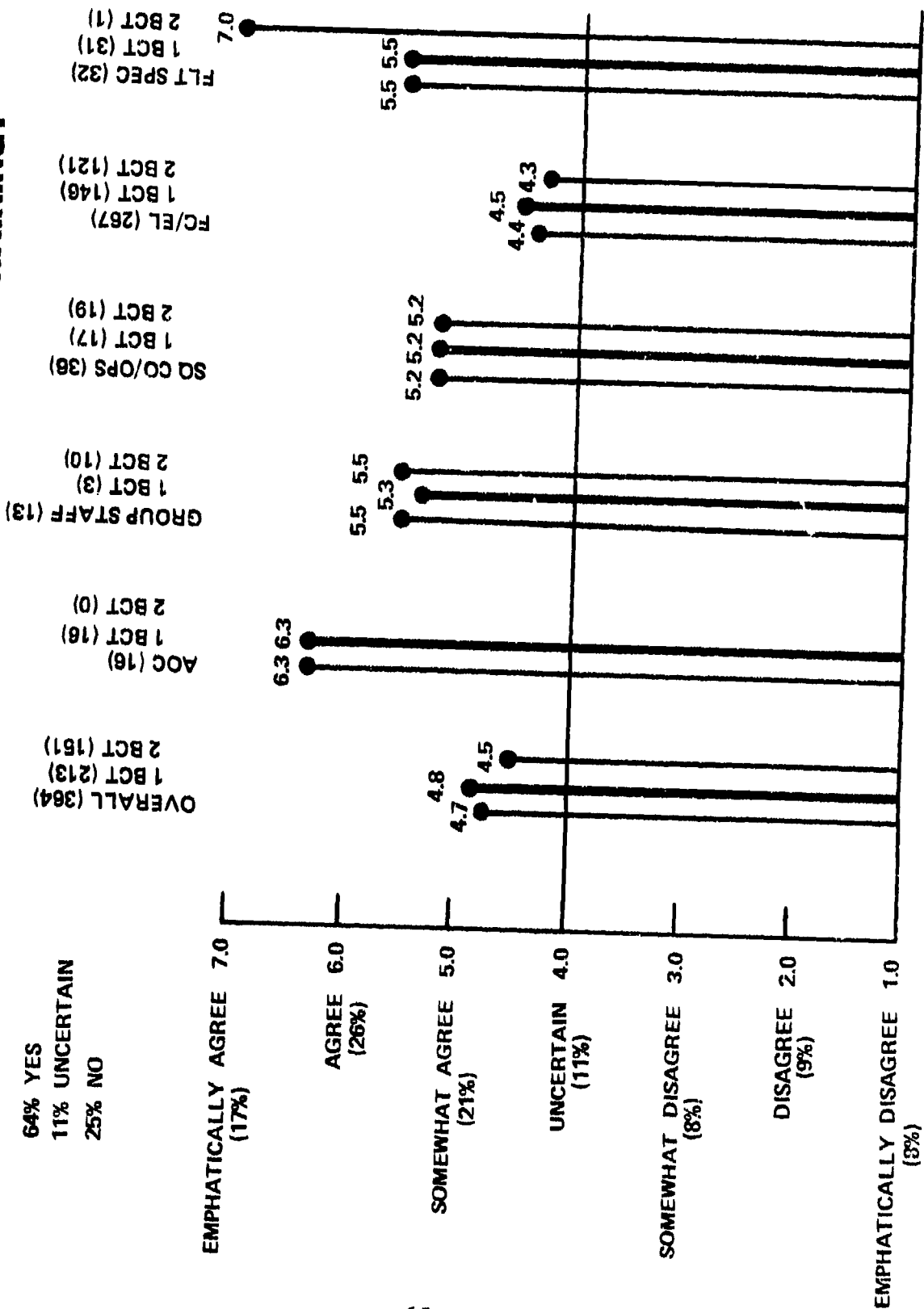
	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X			
SQ CO/OPS			X		
FC/EL				X	
FLT SPEC				*	X

Table 21b. "Should The Rest of the Wing Receive PMM Training?"

POST-BCT SURVEY
"SHOULD PMM BE USED BY THIRDCLASSMEN IN SUPERVISING FOURTHCLASSMEN?"

70% YES
7% UNCERTAIN
23% NO
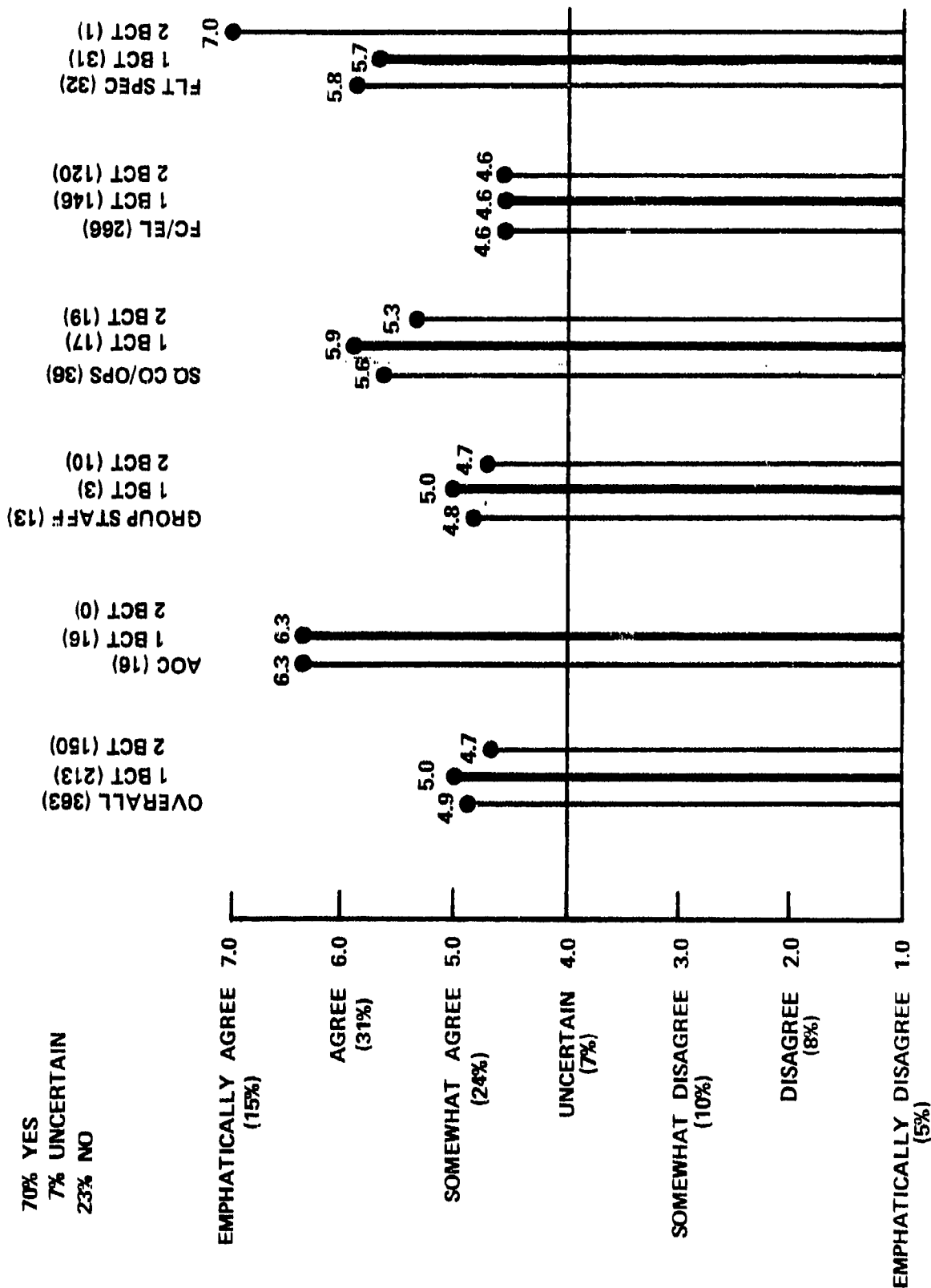
2 BCT (1) 7.0
1 BCT (31) 5.7
FLT SPEC (32) 5.8

2 BCT (120) 4.6
1 BCT (146) 4.6
FC/EL (266) 4.6

2 BCT (19) 5.3
1 BCT (17) 5.9
SQ CO/OPS (36) 5.6

2 BCT (10) 4.7
1 BCT (3) 5.0
GROUP STAFF (13) 4.8

2 BCT (0)
1 BCT (16) 6.3
AOC (16) 6.3

2 BCT (150) 4.7
1 BCT (213) 5.0
OVERALL (383) 4.9

EMPHATICALLY AGREE 7.0 (15%)

AGREE 6.0 (31%)

SOMEWHAT AGREE 5.0 (24%)

UNCERTAIN 4.0 (7%)

SOMEWHAT DISAGREE 3.0 (10%)

DISAGREE 2.0 (8%)

EMPHATICALLY DISAGREE 1.0 (5%)

	AOC	GROUP STAFF	SQ CO/OPS	FC/EL	FLT SPEC
AOC	X			*	
GROUP STAFF		X			
SQ CO/OPS			X	*	
FC/EL				X	
FLT SPEC				*	X

Table 22b.   "Should PMM Be Used By Thirdclassmen in Supervising Fourthclassmen?"

ADDITIONAL FINDINGS

In addition to the findings previously reported, surveys conducted by the Office of Institutional Research (RRE) have a direct bearing on the evaluation of the Positive Motivation Model. The first question in the RRE survey asked respondents, "What was the cadre's behavior like in comparison to how you expected them to behave?" Over 50% of those who responded indicated that the cadre's behavior was better or much better than they expected while only 18% indicated that it was worse or much worse. Another question from the RRE survey that had a direct bearing on the evaluation of PMM was, "What was the most motivating experience for you during this BCT?" When this question was asked of the Class of 1987 during their BCT, 11% indicated that working with the cadre was the most motivating experience. When this same question was asked of the Class of 1988, 21% of them responded that the cadre was the most motivating experience of BCT. This represented a 91% improvement. In addition, this was the most frequenst response for the entire Class of 1988. The final question of the RRE survey with implications on PMM was, "What was the most demotivating experience for you during this BCT?" When this question was asked of the Class of 1987, 41% of them indicated that working with the cadre was the most demotivating experience of BCT. This was the most frequent response for that year. When this same question was asked of the Class of 1988, only 3% of them indicated that the cadre was the most demotivating

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experience of this BCT.

DISCUSSION

The findings related to the Positive Motivation Model (PMM) surveys clearly demonstrated the success of the Positive Motivation Model. The discussion section of this report provides an in-depth look at various components of PMM that made it successful. In addition, implications for future training are addressed.

RELEVANCE OF PMM TO BCT

Question 8 of the Pre-BCT survey and Question 5 of the Post BCT survey both addressed the issue of the relevancy of PMM to BCT. Tables 1 and 13 graphically show that all of the groups tested believed that PMM was relevant to BCT. Even though some of the groups did decrease in their overall ratings, this could possibly be a result of the differences in the sample size between the Pre-BCT and Post-BCT survey. No matter what the reason for this decrease, all of the groups were still well above the mean in their view of the relevancy of PMM to BCT. Perhaps a statement from a cadet in this BCT cadre best summarizes the relevancy of PMM. He stated, "PMM is a very good program to be used in cadet training and any training or dealings with subordinates. This program is good enough to be used every year in BCT, and it ought to be used every year."

BELIEF IN USING PMM BY A SUPERVISOR TO A SUBORDINATE

Table 2 of the Pre-BCT survey and Table 14 of the Post-BCT survey clearly show that all of the groups that were surveyed believed that PMM was a model that should be used by superiors when working with subordinates. During the Pre-BCT survey, 97% of the respondents had agreed. In the Post-BCT survey, 91% of the respondents agreed. Some of the differences between these two surveys can be explained in terms of the discontent that some BCT cadre members expressed when they began to believe that they were using the PMM model on the Basic Cadets but that their supervisors were not using the PMM model on them. This issue warrants additional consideration if the PMM model is to be used in future BCT programs.

USE OF PMM DURING 1984 BCT

Question 10 of the Pre-BCT survey asked respondents if they planned to use PMM during BCT. Question 7 of the Post-BCT survey asked respondents if they used PMM during BCT. Tables 3 and 15 show the results for each group on these questions. It is clear from these tables that the vast majority of cadets not only planned to use PMM but actually used it during BCT. Even though all of the responses are well above average, the Flight Commander/Element Leader group actually used PMM less than it had initially expected. This is important because this group has perhaps the greatest individual contact with the Basic Cadets.

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Any future use of PMM should pay particular attention to ways of increasing the Flight Commanders and Element Leaders use of PMM.

PERCEIVED USE OF PMM DURING PAST BCTs

Question 13 of the Pre-BCT survey asked, "What percent of upperclassmen definitely used PMM when you were first exposed to BCT?" It is evident from a review of Table 6 that the majority of respondents did not believe that PMM was being used by more than 50% of upperclassmen during the respondent's first exposure to BCT. Question 16 of the Post-BCT survey asked, "What percentage of cadets used PMM during this BCT?" It is evident from a review of Table 17 that the majority of respondents did believe that at least 50% of the upperclassmen were using PMM. It was clear that the perceived useage of this style of motivation represented a change from the past and that there was a definite increase in perceived useage.

SUCCESS RELATED TO USING PMM

Question 12 of the Pre-BCT survey and Question 8 of the Post-BCT survey asked respondents to indicate the degree of success they would expect in working with subordinates if they stuck with PMM. Tables 5 and 16 clearly show that respondents had an extremely high expectation of success initially and honestly believed that they had been successful during this BCT. Perhaps a cadet comment best exhibits the cadet's expectations of

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PMM. He stated, "If the Wing actually practiced PMM, I would expect a lot of our morale, attitude, and honor problems to disappear."

OPPORTUNITY TO REALISTICALLY APPLY PMM

Question 14 of the Pre-BCT survey asked respondents if they believed that they would have a realistic opportunity to apply PMM during BCT. As was reported in the Findings Section, 86% of them said "yes". A quick review of Table 7 will show that even before BCT had started, the members of Group Staff and the Flight Commander/Element Leader group were significantly less certain that they would have an opportunity to realistically use PMM. It is possible that their initial skepticism affected all of their ratings in the Post-BCT survey.

Question 11 of the Post-BCT survey asked respondents if they believed that they had a realistic opportunity to apply PMM during BCT. Again the answer to this question was "yes" (see Table 19). Of those who responded, 71% indicated that they did believe that they had the opportunity to realistically apply PMM during BCT. For those who did not believe that PMM could be realistically applied, a review of some of the specific 1984 BCT policies might provide insight into why some of the users of PMM did not feel that they could realistically apply PMM and remain within the policies.

TRAINING DEVICES

Several questions in the Pre-BCT survey were related to the effectiveness of the films and booklets in teaching PMM. Question 15 of the Pre-BCT survey asked about the utility of the filmed vignettes in helping people learn PMM. The answer to this question was overwhelmingly "yes" (84% agreed, see Table 8). This response pattern indicates that any future use of PMM should include the filmed vignettes. Question 16 of the Pre-BCT survey was related to how useful the PMM booklets were in helping a person learn PMM. Again the results were overwhelmingly "yes" (83% agreed, see Table 9). It must be noted that the Flight Commander/Element Leader group, even though it was positive about the usefulness of the PMM booklets, was significantly less certain of how useful the PMM booklets we[in teaching them PMM than the other groups. If PMM is to be used in the future, special emphasis should be given to instructing the Flight Commanders and Element Leaders in ways of incorporating the information in the PMM booklets into their daily efforts.

FORMAT OF PMM TRAINING

Question 17 of the Pre-BCT survey was related specifically to the format (length, type of exercises, etc.) of the PMM training. Table 10 clearly shows that 78% of those who responded said the format was good. Once again, the Flight Commander/Element Leader group was lower on this question than

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any of the other groups (one AOC from 2n[BCT was lower).

INSTRUCTOR: QUALITY AND CREDIBILITY

Questions 13 and 19 of the Pre-BCT survey were related specifically to the overall quality of PMM instruction and the credibility of the PMM instructors. Overall it can be said that, of the people who responded to these two questions (70% of all the participants in BCT), the vast majority believed that their particular instructor provided quality instruction and actually practiced what they preached. There were, however, some exceptions.   Tables 11 and 12 list the ratings for all instructors on the variables of quality and credibility. All of this data, with the exception of the ratings for Captains Rosebush and Bryant, are in random order. Based on the data from these tables, it is obvious that several of the instructors were not seen as providing better than fair instruction. In addition, several instructors were seen as unbelievable or somewhat unbelievable in terms of credibility. This is a very important finding in that it points out that some of the training staff for PMM possibly hindered a higher success rate in PMM and possibly BCT. In order for PMM to work most effectively, it is imperative that the instructors believe in the model and that they demonstrate their belief in it through their daily actions. This did not happen in all cases during BCT.   It must again be stressed that the vast majority of instructors were seen as

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credible.

FUTURE USES OF PMM

The remaining questions were all a part of the Post-BCT survey. In addition, all of these questions are related to possible future uses of PMM.

Question 10 asked respondents, "Should PMM be used next year?" Seventy-three percent of those who responded said "yes". However, Group Staff members and the Flight Commander/Element Leader group appeared to be significantly less certain than the other groups surveyed. It is important to note that on all of the questions related to using PMM within BCT or with Fourthclassmen, the members of Group Staff and the Flight Commander/Element Leader group gave lower ratings than all of the other groups. It is possible that these groups have trouble discriminating between what constitutes effective training and "rights of passage". Any future attempt to use PMM in this environment must include a clear statement of its purpose and a clear definition of where "rights of passage" fit in the Academy concept of training.

Question 12 asked, "Should PMM be used during the academic year?" The results of this question indicated that 91% of the respondents said "yes". It appears that cadets want to use PMM with each other but perhaps have difficulty visualizing how it should work in conjunction with the "Fourthclass System". This

appears to be especially true for Flight Commanders and Element Leaders.

Question 14 asked, "Should PMM be used by Thirdclassmen in supervising Fourthclassmen?" Of those who responded, 70% indicated "yes". Even though this is a very large percentage when it is compared with the 91% rating on the question of, "Should PMM be used during the academic year?", it does not look as good. This response pattern reinforces the author's contention that cadets are confused about how to separate "rights of passage" from goals of training. In working with Fourthclassmen, the members of Group Staff and the Flight Commanders/Element Leaders appear to have the greatest difficulty with this separation. This is a very significant finding because the Flight Commanders and Element Leaders have the most direct contact with Fourthclassmen. If this group is having difficulty with the goals of training versus the "rights of passage", then the Academy should make a concerted effort to clarify its position on training.

Question 13 of the Post-BCT survey asked, "Should the entire Wing receive PMM training?" Of those who responded, 64% said "yes". This is a very important finding. A great deal of talk and many rumors have stated that PMM did not work, was not useful, and should not be used again. However, the current data does not support these rumors. Even with the potential problem in discriminating between training and "rights of passage" the

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majority of cadets surveyed thought that the entire Wing should receive PMM training.

CONCLUSIONS

Based on the responses to the Pre-BCT and Post-BCT surveys, it is evident that the Positive Motivation Model was seen as: (1) relevant to BCT; (2) a highly useful technique for a supervisor to use with a subordinate; (3) a change from the style of training that they came under when they were first exposed to BCT; (4) a means of enhancing cadre success in BCT; (5) possible to apply within the constraints of BCT policies; (6) a set of skills that should be taught to all members of the Cadet Wing; and (7) a program that should be continued in subsequent BCTs and implemented during the entire year. This is not to say that there were no problems with the application of PMM as it was used this summer. These problems are discussed in the Limitations Section of this report.

PMM appears to be a set of techniques which can easily be applied at the Academy. However, in order to do this, all Academy personnel must be in harmony in terms of the goals of training. In addition, cadets must be able to see that PMM is . : just a model that they use in working with Basic Cadets but, rather, it is a model that the entire Academy uses to accomplish its mission. If the officers assigned to the Academy can use PMM in their dealings with all cadets, it will be easier for cadet

leaders to apply PMM in their activities with all of their subordinates.

ADDITIONAL FINDINGS

The findings related to the surveys conducted by the Office of Institutional Research provide an external, but highly valid, indicator of the effectiveness of PMM. The fact that over 50% of Basic Cadets indicated that the cadre's behavior was better than they expected is an indicator of the effectiveness of PMM. Perhaps an even more direct result of PMM was the fact that 21% of the Basic Cadets indicated that working with the cadre was the most motivating aspect of BCT. This represented a 91% improvement over the previous year. Additionally, only 3% of Basic Cadets listed the cadre as the most demotivating aspect of BCT. This represented a 1300% improvement over the previous year. It is evident from these findings that the Basic Cadets did recognize the difference in cadre behavior during this BCT and that they found the differences to be rewarding and motivating for them.

The findings reported in this discussion give strong support for the continued use of PMM and for its inclusion during the academic year.

LIMITATIONS

There were some limitations that may have biased how people responded in the questionnaires about PMM. Here are some possible factors which may have had an impact.

1. WERE PEOPLE AT "THE TOP" SEEN AS SUPPORTING PMM?

In the written comments expressed in the questionnaires, it became clear that the level of support that the trainees were going to give PMM was dependent on the level of support that they saw their supervisors showing toward the PMM program. The first issue became, do the people at "the top" (normally meaning those supervisors above their own position, which translated into Squadron Commanders, AOCs, CWD, and the Commandant) even believe in PMM? A comment from an officer in CWIT was, "This PMM should be taught to all AOCs working BCT, including new guys, so that the approach with cadets and cadre is consistent. A key point, I believe." Another comment from an AOC was, "Continue to emphasize the importance of everyone's support to make it successful." The emphasis on the word "everyone" was underlined by that AOC, indicating that he believed it essential that those people above him supported the program. This was a common theme of all trainees: "I sure hope those people above me believe in this stuff." Those squadrons whose AOCs scored the highest in their attitudes about PMM ended up also having the highest attitudes about PMM at their cadet level. "A" Squadron, which consistently scored the highest on the questionnaires, gave

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comments like, "My AOC believes very strongly in PMM, and she said that it has worked for her in the past. She also said that she'd require it of us when we started the academic year as well." The bottom line was that those squadrons whose supervisors showed obvious support of PMM had a much higher commitment to the program compared to the other squadrons.

The second concern became, "Do those people above me practice this stuff themselves?" If the person at "the top" talked about PMM but didn't demonstrate the usage of it in his/her behavior, then there was little credibility given to that supervisor. Table 11, "Was your instructor seen as credible?", was directly correlated with the attitudes toward PMM of the individual subordinates in that unit. A comment from a Flight Specialist: "This will never really catch on until the officer corps here tries a little positive motivation themselves." Another comment from a cadre member was, "The only way this will work is if everyone uses it (officers and cadets)." Another cadre member wrote, "Exclude people like (AOCs name withheld) from this program, so that the AOC is not forced into being a hypocrite. This AOC screamed at a ~adet for being late in front of everyone at the training, then went back to teaching us about the value of punishing in private."

The last concern in this area was, "Do the people at "the top" hold others accountable to PMM?" In PMM terminology, are the supervisors actually applying a consequence for the skills

and feedback they provide in regard to PMM. Those trainees who saw a definite consequence for their nonuse of PMM inevitably had a stronger commitment to it.

2. WERE CONSEQUENCES PROPERLY GIVEN?

Some of the trainees had difficulty applying the "consequences" part of PMM. This resulted in a lack of true consequences given to the subordinates which left the application of the model incomplete. There appeared to be a reluctance to follow up "feedback" with a consequence, especially in terms of being immediate, being consistent, having a progressive buildup, and having the assertiveness to provide it. This lessened the effectiveness of the subordinates and caused some frustrations with the subordinates. This appeared to be an important example of how, if a piece of the PMM "pie" is left out (in this case, consequences), the overall "taste" isn't what it could be. Some of the factors which may have impacted why consequences were not properly given were: people didn't really have a hierarchal consequence gameplan based on progressive buildup; there may have been unclear messages of just what rewards and consequences could be given; and, finally, the trainees could have been "creatures of habit" who resorted to providing consequences their "old way" which may not have been imemdiate, consistent, progressive, directed at the behavior, etc.). If the PMM method was seen as involving more work than the trainee was willing to give, then the trainee resorted to familiar habits. Some examples of lack

of consequences given were: basic cadets being ignored when a training infraction occurred; confusion over just what physical exercise could be given (i.e., an incident which involved an upperclassman doing pushups with the basic cadets); the use of food/drinks as rewards; the lack of documentation of infractions; and commanders who refused to reward their cadre with privileges to leave the base even when their performance was exemplary.

3. WAS PMM SEEN AS "SOFT"?

Some people irrevocably perceived "positive motivation" as "soft". This perception seemed to stem from a confusion of the term "positive motivation" versus "positive reinforcement". Positive reinforcement is the providing of a reward when the behavior is done properly. PMM requires that. However, PMM also requires providing a discipline when the behavior is done improperly (commonly termed negative motivation or punishment). This tendency to only view PMM as the giving of rewards undermined the proper application of the model. This equated to a belief among some people that PMM is rewards, rewards are "soft" ("warm fuzzies" is the term most commonly expressed), BCT should be "hard" to be good; therefore, PMM is bad. This false logic occurred because people didn't perceive PMM as the giving of rewards and discipline.

Another confusion on this point seemed to be an improper translation that a supervisor needs to apply rewards first and if that doesn't work, then apply discipline. That "carrot then

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hammer" terminology which was sometimes stated during BCT seemed to connote an either/or situation. PMM requires both rewards and discipline to be consistently given, not one then the other, or one or the other. This confusion became translated into a "try PMM first (carrot) and, if that doesn't work, then revert to a different style (hammer). This inaccurate concept of PMM caused some people to think that it is a "soft" program. Some typical written comments which reflected this thinking were from two cadre members: "I think that BCT should be based on negative motivation - possibly because that is how it was when I went through it" and "BCT is training for the military. It is not a 'candy ass' reward system everytime they meet the standard."

If PMM was seen as "soft", it was inevitably seen as "bad" for BCT because many people believe that BCT should be "tough". The perception of some people is that BCT is a time that should be tough, which the authors of PMM happen to also believe in very strongly. However, some people believe "tough" means without regard for relevance or respect. The belief is that, somehow, BCT is a unique program where it is acceptable not to treat subordinates with respect and that it is "permissable" in the BCT environment to treat people in a manner that they see as inappropriate for any other conditions. That is inconsistent with the PMM belief that supervisors need to treat subordinates with certain principles of respect regardless of the time, place, or conditions. Those trainees who saw PMM as "situational"

instead of "attitudinal" inevitably had a hard time using PMM and typically justified their nonuse by saying that PMM was "soft" and, therefore, "bad" for that situation.

4. DID THE TRAINEES RESIST CHANGE?

Many people have a real resistance to change and will fight against it even if the change is clearly for the better. Change causes stress and disrupts stability, especially for those people who have a high need for security or stability. Many trainees resisted the idea of changing to PMM even though they would admit that it was a better approach than what they had experienced. A significant number of trainees indicated that they had not been under much of a PMM style of supervision when they were basic cadets (see Table 6). They seemed threatened by change because it involved more work and primarily because they thought that change "invalidated" their own BCT background. Their logic seemed to be: "If I wasn't under this style of supervision when I was a basic cadet, how did I turn out so good? Since I'm good, the training I received must have been good. If PMM is different than what I had, then it must be bad." Another illogical thought process that occurs is, "If I went through the old style of training and we change that training because it wasn't as good, then was I stupid for putting up with it in the first place? No, I'm not stupid; so that must mean that the training I had wasn't really so bad, so I think this new training is bad."

Some written comments in the survey seem to indicate this

thinking. An AOC wrote, "As long as cadets aren't stagnated in a 'I had it tougher - so should they' kind of attitude, then this model should serve us well." A cadre member wrote, "The structure of BCT is such that it hinders the use of PMM. Peer pressure and reverting to the "old days" are factors. Change in BCT can't take place with three days of PMM training." Finally, another cadre member wrote, "I agree with the PMM method, but I also think that it takes away from some traditions during BCT that we did just because we were cadets at USAFA."

5. WAS PMM SEEN AS "SITUATIONAL"?

Those trainees who saw PMM as only a summertime, passing policy inevitably were less committed to it. Some cadets saw PMM as only something that an upperclassman is supposed to give to a basic cadet during BCT. PMM is not situational. It is a committed attitude utilizing certain basic principles that any supervisor should use with any subordinate in any situation. One of the BCT squadron commanders wrote, "I never used PMM, because as a Squadron Commander I never had direct supervision of any basic cadet." This individual definitely viewed PMM as situational. Another Squadron Commander briefed his cadets that "PMM is a tool. If it doesn't work, try something else." That kind of thinking negates the consistent treatment of subordinates that PMM is based on. It also breeds an attitude of situationalism where the supervisor says I will use PMM in this situation but not in all situations. That inconsistency destroys

the entire effect of the model. A written comment from a Group
Staff cadet who appeared to be committed to PMM stated, "I think
it's about time we got some useful training in cadre prep. This
is useful not only for BCT but also for the academic year as well
as in the real AF. This program is a definite must for future
BCTs and deserves consideration for inclusion in the academic
year PMT."

6. WAS PMM SEEN AS A CADRE-PREP "SQUARE FILLER"?

Some trainees viewed PMM as merely a program designed to
fill up their free time during BCT cadre prep to justify their
having to be at USAFA instead of on leave. They cited as
evidence the perceived lack of emphasis by "higher ups" in
introducing this new concept. Captain Rosebush introduced
himself and the PMM training, and the question became, "Who is
Captain Rosebush?" and "If this is so important, why doesn't the
Commandant or BCT Group AOC talk about this?"

Another factor in giving the impression that PMM was only a
"square filler" was the lack of follow up to the original
training. Very few AOCs or cadet commanders talked about how PMM
was being applied while BCT was going on. This lent credibility
to the belief that PMM wasn't really that important or it would
be continued to be reviewed if it was. There was no discussion
or plan to use PMM during the academic year which made it seem
like a square filler and situational to only BCT. A Flight
Specialist wrote, "If this stuff is so important, why isn't it

taught during the academic year? It seems a lot more important than all the theories we've gotten."

7. **DID TRAINEES RESENT THE FORMAT THAT PMM WAS PRESENTED IN?**

Many cadets did not like the fact that seven PMM lessons were given during a two-day period during cadre prep. They expressed that they became saturated by the afternoon time and could not concentrate on what was being taught. That made the training seem too long and hard to keep interest. One cadre member wrote, "During cadre prep days, it would be wise to allow a couple of hours free prior to lunch. Remember, by lunch, we've been up seven hours; and, if we continue that pace, by 1600 our alertness and seriousnesss decreases due to fatigue." Some of the PMM lessons started at 1700. An officer from CWIT wrote, "Three or four lessons by AOCs per day will not be as effective as if you scheduled only two maximum per day in cadre prep. West Point had this problem two years ago, and they only present one per day with the cadre now."

8. **WERE POLICY DECISIONS IMPLEMENTED DURING BCT ATTRIBUTED TO PMM?**

Some cadets who were frustrated with some of the policies implemented in BCT thought that it was because of PMM. Therefore, their frustration on one issue became transferred to frustration with the PMM program. An example was the policy on when a basic cadet should be allowed to leave USAFA. Another

example was the policy of dropping basics for pushups.
Frustration in these areas developed into a belief that "PMM
caused this; and, therefore, I don't like PMM."

RECOMMENDATIONS

Based upon the findings, conclusions andd limitations stated in this report, there are several recommendations that need to be made.

1. TRAIN THE REST OF THE CLASSES OF 1985, 1986, AND 1987 in PMM. To ensure a consistent approach to training, all upperclass cadets who have not been taught PMM should be taught it during the 1984-85 academic year. Since most of the PMT for this year has already been scheduled, some other time must be dedicated. Suggestions are during CW time on Saturday mornings or during CWD time during the M-5 period. The bottom line is, somehow the rest of the Wing must be taught PMM this year.

2. IMPLEMENT PMM INTO THE FALL THIRDCLASS PMT PROGRAM AS AN ANNUAL PROGRAM.

For the Class of 1988 and subsequent classes, PMM should be taught when they first become upperclassmen and before they are responsible for training fourthclassmen (i.e., trained in PMM during the Fall semester of their thirdclass year). Top-quality vignettes could be filmed by cadets in the "Blue Tube" course, and realistic scripts could be written by the cadets themselves. This training should still utilize the "hands on" principle of learning. Instead of merely lecturing the material so that a cognitive appreciation is given, this material must be practiced and certified. In order to do this, there needs to be a low enough instructor-to-student ratio for certification purposes, the recommendation being no more than five students for each

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instructor). To meet that goal, there must be enough instructors (i.e., to teach 30 thirdclassmen, 6 instructors would be needed). The recommendation would be to have the 6 instructors be firstclass cadets who are credible, can relate to other people, committed to the PMM belief, have good instruction abilities, and who are the peer "experts" in PMM. To make them the "experts", they should be trained by a group of "core instructors" (recommendation being the Assistant AOCs or STOs) who know PMM inside-out and who can follow up and monitor how these firstclass cadet "experts" are presenting the material and insure a consistent presentation. These "core instructors" would yearly be trained in PMM by an instructor from DFBLC. Meetings would have to be held regularly between the DFBLC instructor and the "core instructors" to teach the material, present the lesson plans, answer questions, and then discuss how the training went.

3. FOLLOW-UP SESSIONS TO OBTAIN FEEDBACK FROM SUBORDINATES.

A minimum of one lesson per semester should be devoted to a feedback session where subordinates can provide feedback to their supervisors in a structured, responsible manner. Guidance for how to structure such a session could be obtained from DFBLC. These sessions would have to be staggered so that concerns from the lowest level are eventually heard from the higher levels. Without sessions like this, feedback tends to only be one way - supervisor to subordinate - and that hinders the application of PMM. The supervisors should establish an open atmosphere to

feedback and encourage their subordinates to provide both positive and negative feedback. These sessions should occur at all levels (fourthclassmen all the way to CW) so that every level has had a chance to apply this and that a consistent approach is established from the top down.

4. <u>LIMIT BCT CADRE PREP USE OF PMM TO TWO HOURS</u>.

Since the model itself could be taught during the academic year, Cadre Prep should only be used to discuss the application of PMM for the specific BCT environment.

5. <u>ALL LEVELS OF CWD MUST BELIEVE IN PMM, PUT IT INTO PRACTICE, AND HOLD OTHERS ACCOUNTABLE TO IT</u>.

The perception (at all levels, from AOC down to Element Leader) was that the <u>whole team</u> of CWD did not support PMM, practice it, or hold others accountable to it. This is not to imply that any person is singularly deficient in this, but the perception is that there needs to be a united front of support of this material. Everyone needs to be marching to the same tune. Additionally, not all Group AOCs or AOCs have attended PMM training conducted by Captain Rosebush and Captain Bryant from DFBLC, and an additional recommendation would be that they all attend training.

6. <u>CLEARLY ACCEPTABLE CONSEQUENCES MUST BE STATED</u>.

There appeared to be confusion as to what were acceptable positive and negative consequences that could be given to a subordinate. Again, AOCs down to Element Leaders expressed this. The "Dash One" for cadets should help clarify some of this.

7. CW-VIDEOTAPED ENDORSEMENT OF PMM.

If the Commandant were to make a videotape showing his support and belief in PMM and this were shown prior to the teaching of PMM, it would help the whole team credibility toward the program.

8. EMPHASIZE THAT PMM REQUIRES TOUGH, RELEVANT DISCIPLINE.

Too many people thought that tough discipline could not be provided and still remain within the guidelines of PMM. This is a gross misconception. In fact, PMM can only exist if it incorporates discipline as a consequence when the behavior is negative. However, this discipline must be relevant and given with the principles of respect taught in PMM. Therefore, emphasis needs to be made that you can and need to be tough, that you do need to provide feedback, consequences, and discipline and that, if these are not provided, then PMM is not really being applied.

9. EMPHASIZE THAT PMM IS AN ATTITUDE THAT APPLIES FOR ANY SUPERVISOR IN ANY SITUATION.

Some people viewed PMM as only a summertime program, applicable for an upperclassman to give to a basic cadet during BCT. Instead, it is a committed attitude on the part of any supervisor to treat any subordinate this way no matter what the circumstances. If this is emphasized, then people will be more committed to PMM because of its high degree of relevancy in any supervisor-subordinate relationship.

APPENDIX A

Positive Motivation Model (PMM)
Overview

UNITED STATES
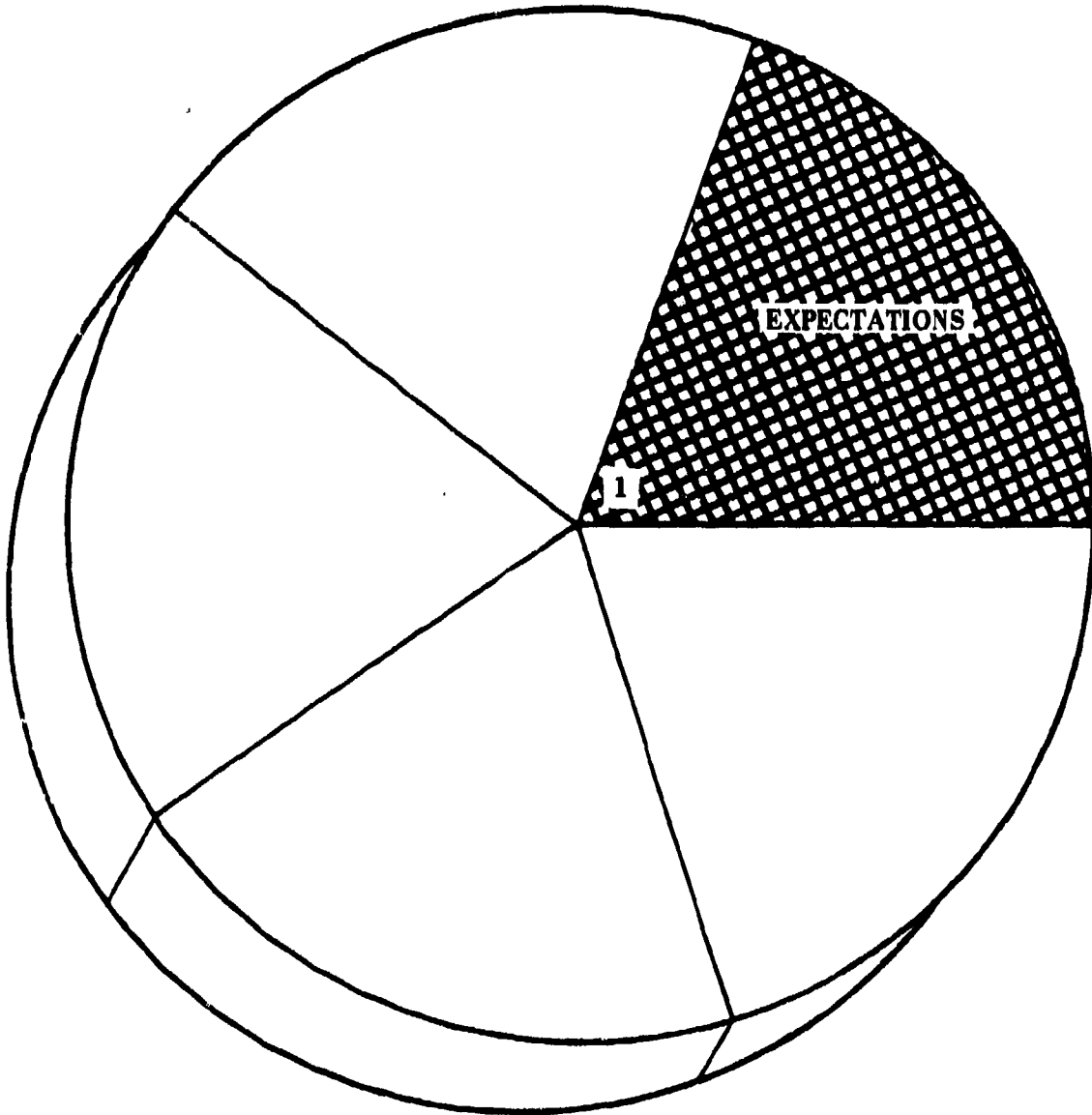# AIR FORCE
ACADEMY

POSITIVE MOTIVATION MODEL
(PMM)

OVERVIEW

POSITIVE MOTIVATION MODEL   (PMM)
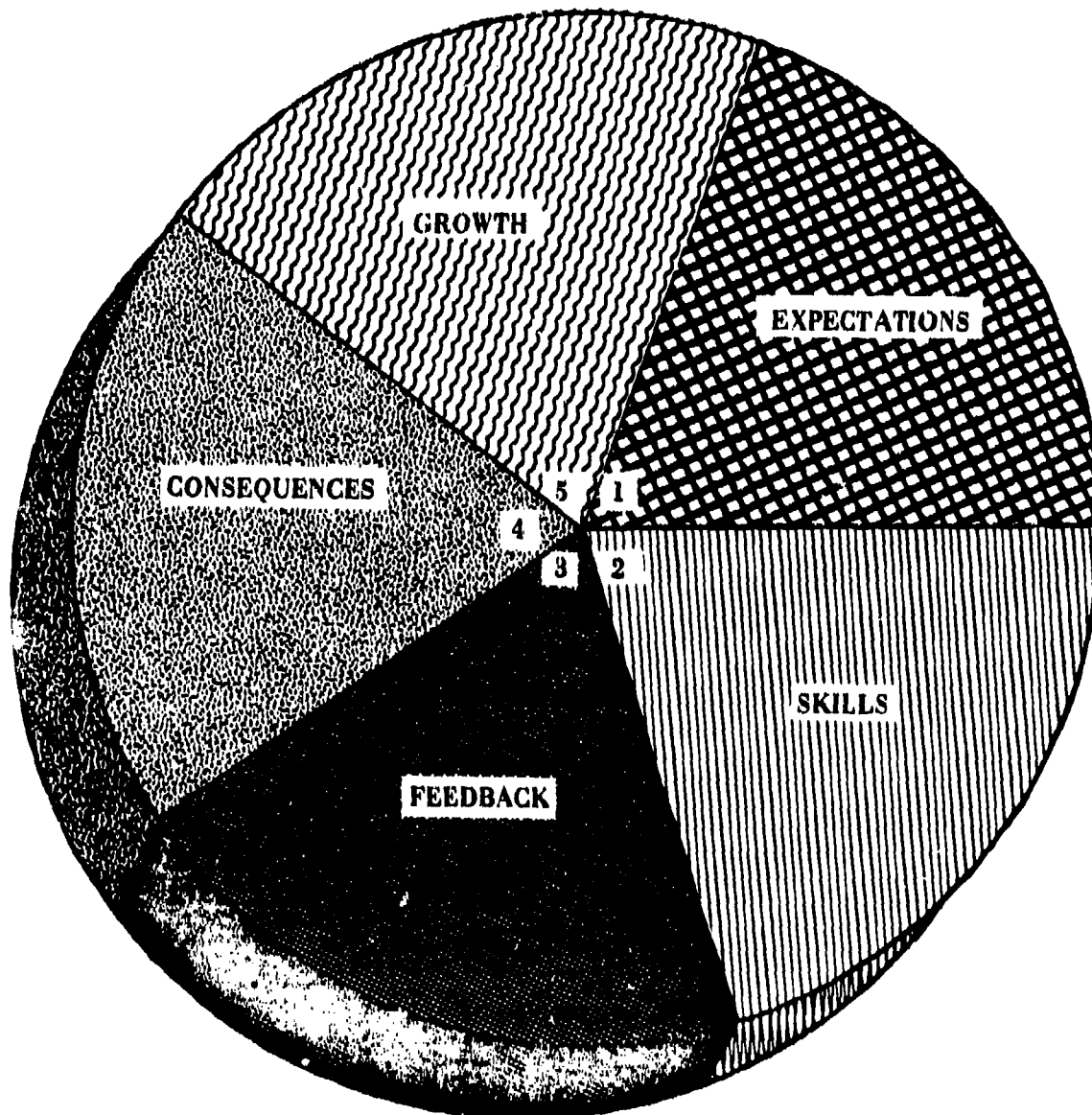
1. EXPECTATIONS

1. EXPECTATIONS

   OBJECTIVE #1: All supervisors must be able to clearly <u>introduce themselves</u> to the subordinate(s).

   POINTS OF EMPHASIS:

   1. POSITION
      - State what your position is in regard to your relationship with your subordinate(s).

   2. BACKGROUND
      - State your background and experiences which make you credible <u>concerning the area you are supervising.</u>

   3. VALUES
      - State your own biases/beliefs/values which the subordinate needs to know immediately in order to appreciate which perspective you will be coming from.

   OBJECTIVE #2: All supervisors must be able to clearly state a message during their introduction which <u>sets a positive atmosphere</u> in their working relationship.

   POINTS OF EMPHASIS:

   1. I'LL HELP YOU
      - "I want you to succeed. We're on the same team."

   2. I WON'T CARRY YOU
      - "I will be with you every step of the way, but I won't carry you a single step. You will be able to do it yourself."

   3. APPRECIATION OF SUBORDINATE'S STRENGTHS
      - "You have a lot of strengths that have helped make you an outstanding person. I now want you to apply those strengths to a mission I consider vitally important."

   4. REQUIREMENT FOR FEEDBACK
      - "I need your feedback and you need mine in order to succeed.

   5. YOUR COMMITMENT TO THE PROGRAM
      - "This is a great program that I'm committed to, and I'm committed to you as well. If you work hard, this can be a very rewarding experience for you, too."

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OBJECTIVE #3:   All supervisors must be able to clearly state what the obligations of the subordinate(s) are.

POINTS OF EMPHASIS:

1. AUTHORITY
    - The subordinate(s) must recognize and respect the authority in your position.

2. COMPLIANCE WITH STANDARDS
    - State that you expect compliance with regulations and standards and that you will enforce them.

3. MAXIMUM EFFORT
    - State that you expect maximum individual effort and that, collectively, you'll achieve the needed performance.

OBJECTIVE #4:   All supervisors should try to explain the rationale behind the task that they will require the subordinate to do.

POINTS OF EMPHASIS:

1. RELEVANCE
    - How is this task relevant to the subordinate?

2. IMPORTANCE
    - What degree of importance do you convey about this task?
    - All tasks vary in importance. Let the subordinate know your "investment" in this task as well as his/her investment.

OBJECTIVE #5:   All supervisors must be able to provide an overview of what is going to happen.

POINTS OF EMPHASIS:

1. EXPLAIN THE FUTURE
    - Don't keep it secret! Uncertainties of what will happen are one of the greatest sources of stress for people.

2. REALISTIC EXPECTATIONS
    - Let the subordinate know that these are realistic tasks that can be accomplished.

3. SEEK FEEDBACK CONCERNING THE SUBORDINATE'S WILLINGNESS
    - Does the subordinate seem willing to accomplish the task? ("How does this sound to you?" "Are you ready to go?")
    - Does the subordinate think he/she can accomplish the task? -- If not, then provide more reassurance.

2. SKILLS
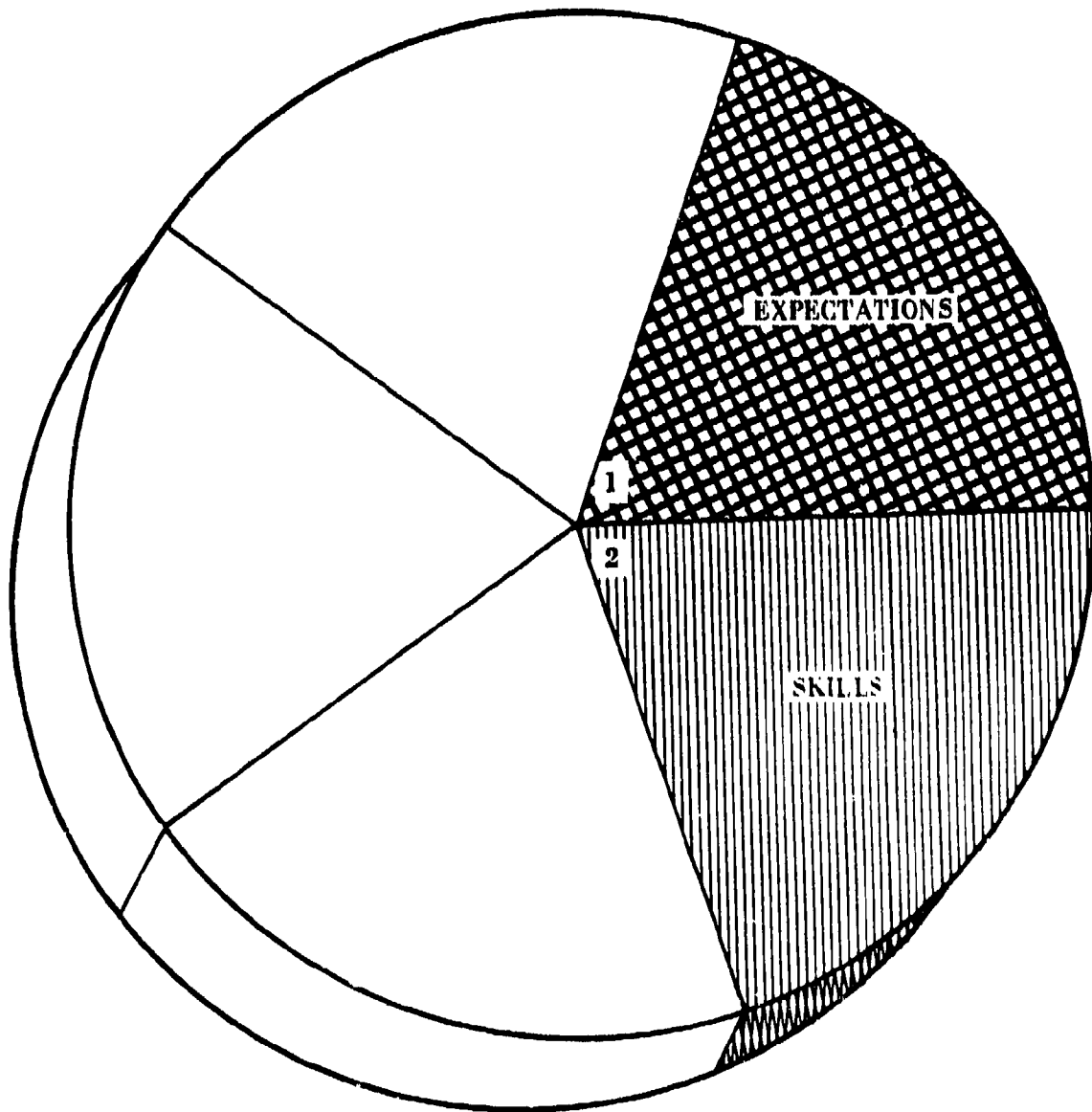
2. SKILLS

   OBJECTIVE #1: Each supervisor must be able to state the rationale for why we teach, why we train, and what our intentions should be.

       POINTS OF EMPHASIS:

           1. TEACH
               - You teach so that the desired information is imparted in a proper manner that the subordinate can understand.
               - If the subordinate can't understand it, then your manner is probably inappropriate.

           2. TRAIN
               - You train so that performance can be perfected through repitition.

           3. INTENTIONS
               - Your intentions should only be to help or improve the individual in order to satisfy the mission - not to satisfy your ego. Your initial intention is to teach and train - not to screen! The screening is a natural consequence after the teaching and training occur.

   OBJECTIVE #2: Each supervisor must be able to effectively model the skill that is desired.

       POINTS OF EMPHASIS:

           1. LEAD BY EXAMPLE.

           2. SHOW THEM, DON'T TELL THEM

   OBJECTIVE #3: Each supervisor should effectively make the subordinate utilize rehearsal skills.

       POINTS OF EMPHASIS:

           1. IMAGINARY REHEARSAL (covert)
               - Practice in your mind what you will do later on.

           2. DEMONSTRATED REHEARSAL (overt)
               - Start with small tasks, then get more complex.

3. FEEDBACK
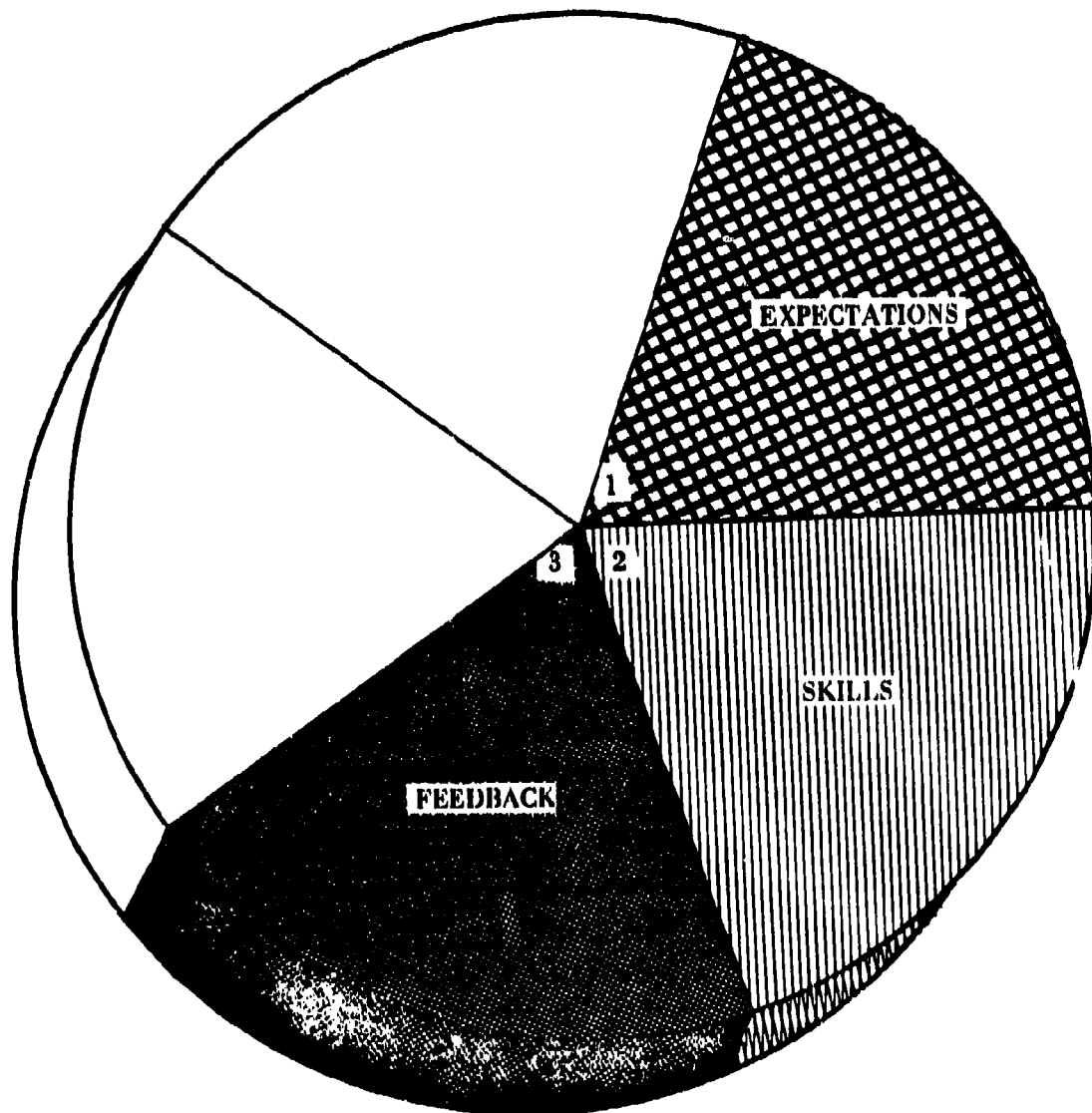
FEEDBACK

OBJECTIVE #1: Each supervisor must be able to state the <u>rules for feedback</u> which are used every time feedback is provided.

POINTS OF EMPHASIS:

1. INPUT +
   - Immediate feedback
   - <u>N</u>o labeling
   - <u>P</u>roper person
   - <u>U</u>niquely specific
   - <u>T</u>alk about the behavior
   - <u>+</u> Positive ending

OBJECTIVE #2: Each supervisor must be able to provide appropriate <u>feedback</u> for subordinate(s) <u>positive behavior.</u>

POINTS OF EMPHASIS:

1. INPUT +

2. PROVIDE IT!
   - Don't get caught in the trap of only providing feedback for negative behavior.

3. PUBLIC RECOGNITION
   - Provide public recognition when possible.
   - Cite the outstanding behavior.
   - Cite the "middle performer" who makes the most improvement.

4. CHALLENGE
   - State a further challenge ("I'll make a deal with you. Any-one who can do _____ by next time gets a _____.").
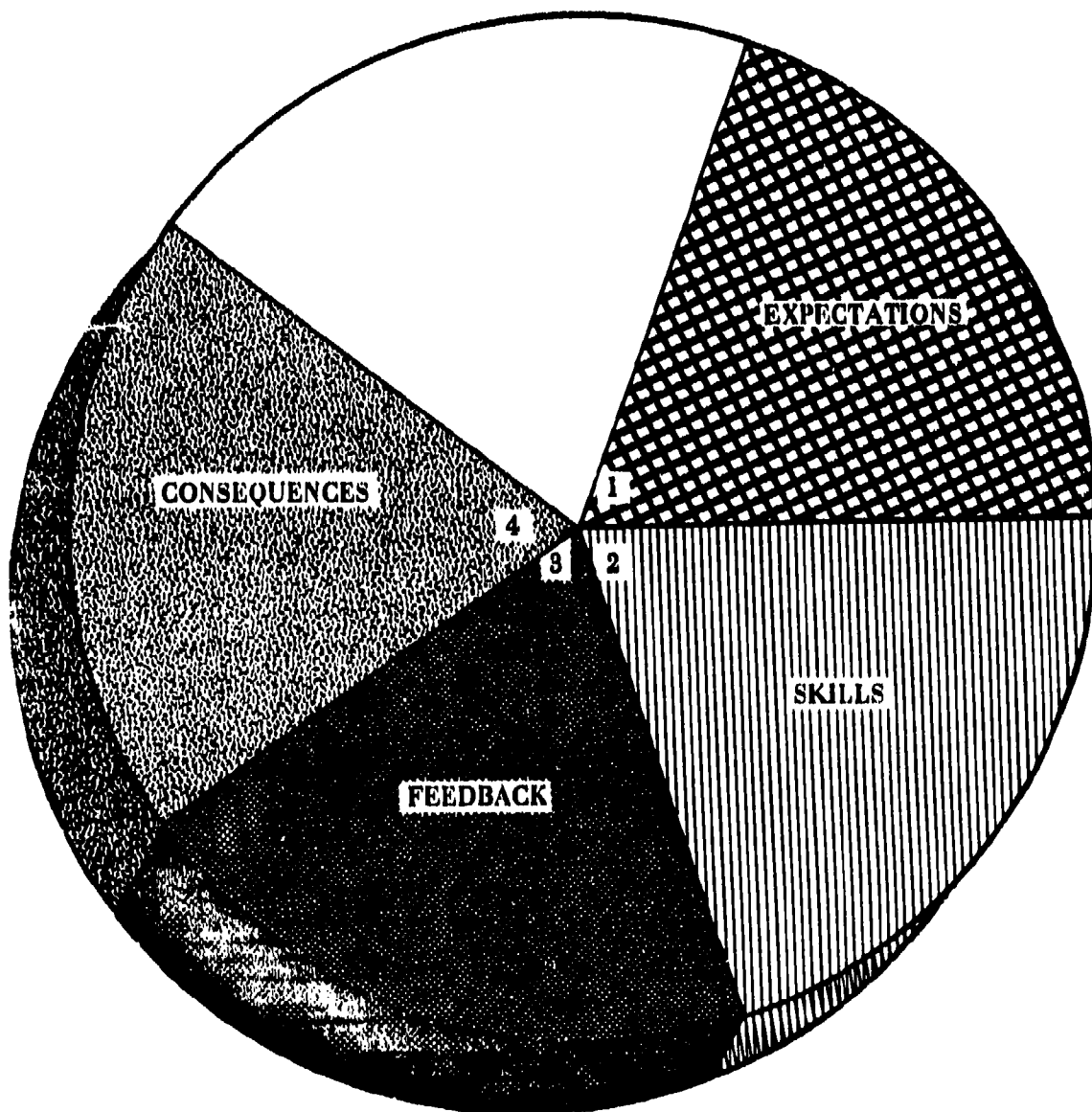
OBJECTIVE #3: Each supervisor must be able to provide appropriate <u>feedback</u> for subordinate(s) <u>negative behavior.</u>

POINTS OF EMPHASIS:

1. INPUT +

2. GET SUBORDINATE'S IMPRESSIONS
   - Let the subordinate assess his/her performance first.
   - Understand the subordinate's thought process so you will know what incorrect thinking to correct.

3. ASK "WHAT" OR "HOW"
   - Avoid "why" questions, and start asking "what" or "how" questions. (Example: "<u>What</u> do you think prevented you from getting over that obstacle?" "<u>How</u> would you do it differently next time?")

4. **MODEL THE OBSERVED BEHAVIOR**
    - Verbally assess or demonstrate the behavior you saw the subordinate doing.

5. **"SANDWICH APPROACH"**
    - Positive   Information
        Negative Information
      Positive   Information

6. **RE - SUPPORT**
    - Remind subordinate that you are still on the same "team" but that you won't carry him/her.

7. **THEIR RESPONSIBILITY**
    - Remind them that it is their responsibility to change this behavior - you can't do it for them!

8. **CONSEQUENCES**
    - Tell them what the predictable consequence will be if the negative behavior continues.

9. **GAME-PLAN FOR IMPROVEMENT**
    - Have them initiate a plan for improvement
        -- Does the plan satisfy you?
        -- Is it realistic?
        -- Is the subordinate committed to this plan?

10. **FOLLOW-UP**
    - Let the subordinate know, in advance, that you will follow up with him/her - then do it!

4. CONSEQUENCES

4. CONSEQUENCES

    OBJECTIVE #1: Each supervisor must know the "rules of consequences".

        POINTS OF EMPHASIS:

            1. IMMEDIATE
                -The consequence must be immediate.

            2. THINK SMALL FIRST
                - Small approximations of the desired performance should be re-
                  warded frequently (and with a small reward initially).

            3. PROGRESSIVE BUILDUP
                - Consequences should build progressively. Therefore, do not
                  give an extremely strong reward or discipline immediately.

            4. BE CONSISTENT!!!
                - Consequences must be consistent.

            5. ACHIEVEMENT, THEN REWARD
                - Reward performance only after it occurs.

            6. BEHAVIOR = CONSEQUENCE
                - The consequence must be tied to the behavior or it is mean-
                  ingless.

            7. PROVIDE IT!!!
                - The supervisor must be committed to provide the consequence,
                  and the subordinate must know this.

    OBJECTIVE #2: Each supervisor must be aware of the available rewards within
his/her control and the level of importance of each reward from the
subordinate's viewpoint.

        POINTS OF EMPHASIS:

            1. BE CREATIVE
                - Challenge yourself to know a wide variety of rewards, not
                  just traditional ones.

            2. SUBORDINATE'S VIEWPOINT
                - The reward is meaningless unless the subordinate (not you)
                  views the reward as meaningful.

    OBJECTIVE #3: Each supervisor must demonstrate his/her ability to provide
rewards after a subordinate displays positive performance.

        POINTS OF EMPHASIS:

            1. UTILIZE THE "RULES OF CONSEQUENCES" AND APPROPRIATE REWARDS
                - Make use of Objectives #1 and 2.

OBJECTIVE #4:   Each supervisor must understand the purpose and intent behind discipline.

POINTS OF EMPHASIS:

1. TO HELP
   - Discipline is used entirely to improve or help the subordinate.

2. REAFFIRMS YOUR COMMITMENT
   - Discipline reaffirms your commitment to the standards you believe in.

3. BACKS UP WHAT YOU SAID
   - Discipline reaffirms that you will consistently hold someone accountable to what you said you would do.

4. DIRECTED TOWARD THE BEHAVIOR
   - Discipline must be directed toward changing the negative behavior, not the person.

5. TEACHES
   - Discipline is a teaching tool.

OBJECTIVE #5:   Each supervisor must be aware of the available forms of discipline within their control and the level of importance of each from the subordinate's viewpoint.

POINTS OF EMPHASIS:

1. See Objective #2.

OBJECTIVE #6:   Each supervisor must demonstrate his/her ability to provide discipline after a subordinate displays negative performance.

POINTS OF EMPHASIS:

1. UTILIZE THE "RULES OF CONSEQUENCES" AND APPROPRIATE DISCIPLINE
   - Make use of Objectives #1, 4, and 5.

5. GROWTH
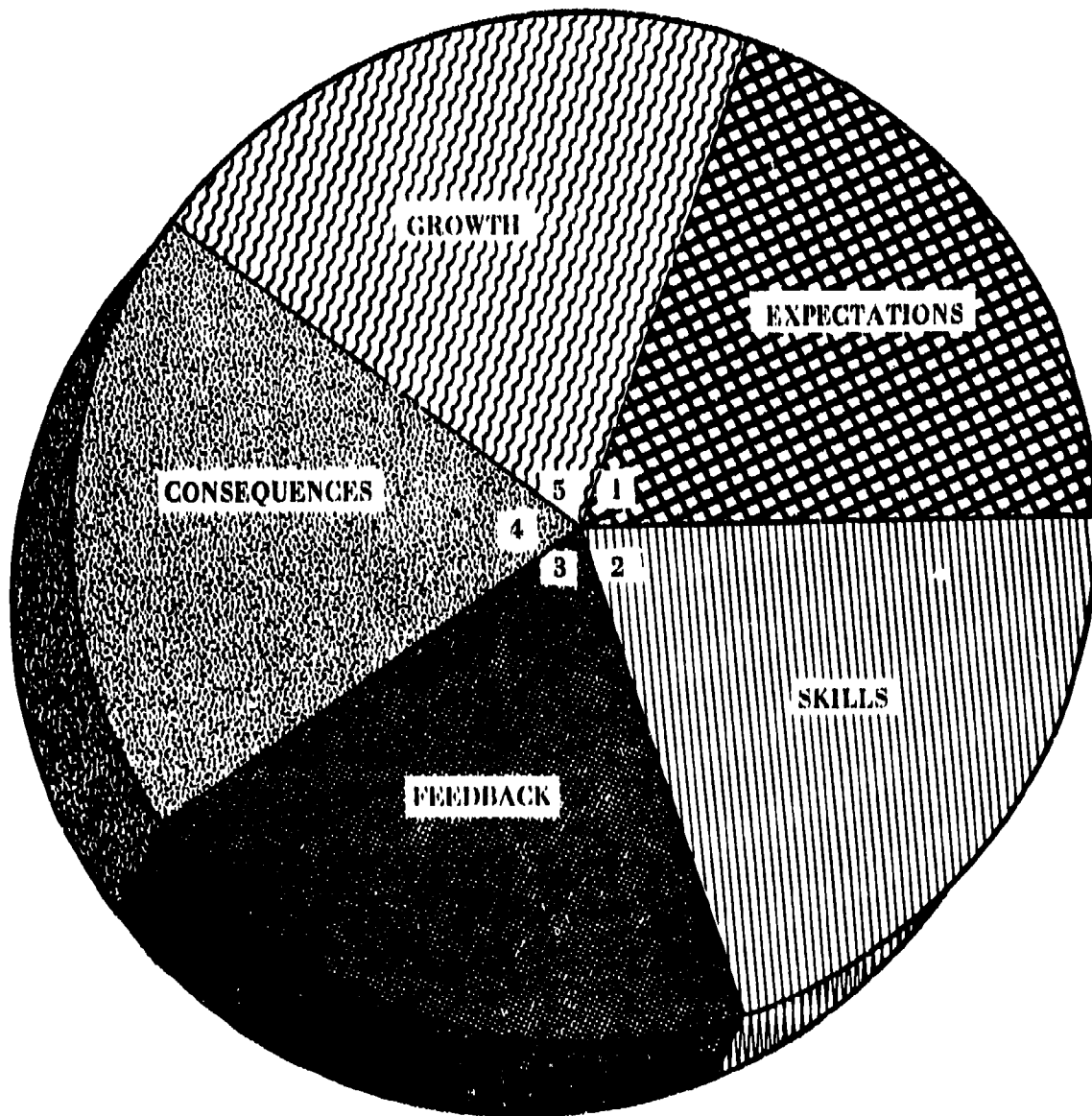
5. GROWTH

OBJECTIVE #1: All supervisors must be aware of the vital importance that self esteem has in improving someone's performance.

POINTS OF EMPHASIS:

1. PRIMARY DRIVE
    - Self esteem is one of the most important reasons why people strive for a positive performance (some experts contend that it is the single most important measure of performance).

2. SELF SUFFICIENT
    - Self esteem can be a drive that motivates someone regardless of external factors.

3. ASSERTIVENESS/INITIATIVE
    - Without self esteem, there is little confidence for the subordinate to try to assert him/herself or to show initiative.

OBJECTIVE #2: All supervisors must be aware of those actions which increase or decrease a person's self esteem.

POINTS OF EMPHASIS:

1. ACTIONS THAT DECREASE SELF ESTEEM:
    - POOR COMPARISON TO PEERS
      --Comparison to peers' intelligence, attractiveness, and athletic ability are the leading causes of poor self esteem.

    - FAILURE
      -- If the subordinate has a consistent belief that others see him/her as a failure, then the subordinate will eventually believe that he/she is a failure (regardless of personal evidence to the contrary).

    - NO-WIN SITUATIONS
      -- If constantly placed in a "no-win" situation, the subordinate will eventually give up even if the conditions are later changed.

    - LABELING
      -- People often relate to the label that is given them. If you must label, then make sure it is a positive one.

    - "CRISIS OF COMPETENCE"
      --The belief of "How good am I? I was good there, but can I be good here?"

    - PUBLIC RIDICULE
      -- Corrections, if possible, should be made in private.

2. ACTIONS THAT INCREASE SELF ESTEEM:

    - POSITIVE FEEDBACK
      -- Nothing increases self esteem faster than making the sub-
         ordinate believe that you think the subordinate is good.

    - SUCCESS
      -- Even if you have to find something miniscule, you must
         present the subordinate with something he/she can "win"
         in.

    - DEVELOPMENT OF A "NICHE"
      -- All people need to find some area that they feel is their
         "specialty" or area that they want to put their energies
         into.

    - COMPENSATION
      --Focusing on your strengths instead of weaknesses.

    - PUBLIC PRAISE
      -- Everyone enjoys public praise; but, as supervisors, pay
         particular attention to praising those "middle-of-the-
         road" improvements that may go unnoticed.

    - YOUR SUPPORT
      -- Let the subordinate know that you will support him/her,
         that you believe in them, and that you know that they
         can succeed.

OBJECTIVE #3: Each supervisor must be able to extract from the subordinate
an acceptable, time-specific, performance goal.

    POINTS OF EMPHASIS:

    1. KNOW YOUR OWN GOAL
        - You must have already established your own foundational goal
          before you contact the subordinate(s).

    2. SUBORDINATE'S RESPONSIBILITY
        - Make the subordinate believe that it is his/her respon-
          sibility to establish their goals.

    3. UNIFIED DECISION
        - Arrive at a unified decision on the goal by:
          -- Brainstorming ideas, making sure your thoughts are pre-
             sented through their voices.
          -- Consolidating these thoughts into a primary objective
             which agrees with your foundational goal.
          -- Confirming that this was their decision.

    4. YOUR APPROVAL
        - Provide a statement that their goal makes sense to you; and,
          if they are committed to it, you approve it.

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5.   YOUR SUPPORT
     - Provide a statement that you will provide support in helping
       them achieve their goal.

6.   SUCCESSFUL EXPECTATIONS
     - Provide a statement that your expectations are that this goal
       will succeed and that you look forward to seeing it on
       _____ (date).

OBJECTIVE #4:   All supervisors must be able to provide realistic challenges
to subordinates in a manner that promotes a strong internal drive to accomplish
the desired goal.

   POINTS OF EMPHASIS:

   1.   THE CHALLENGE SHOULD BE:
        - Realistic, yet difficult to obtain
        - Not an overwhelming task
        - Short term in time to accomplish
        - Not a "have to", but rather a goal that would please the
          supervisor.
        - One that shows merit upon accomplishment.

OBJECTIVE #5:   All supervisors must be able to establish appropriate
"homework" assignments so that the subordinate can correct a deficient skill.

   POINTS OF EMPHASIS:

   1.   SUBORDINATE'S IDEA
        - If possible, the subordinate should develop the homework
          assignment. If the subordinate needs specific instructions,
          then you provide realistic assignments.

   2.   "DO" STATEMENT
        - Any homework assignment needs to clearly establish what the
          subordinate must do.

   3.   QUANTITY STATEMENT
        - The assignment must clearly establish the quantity of what
          must be done (how much, how often, how precise, etc.).

   4.   SELF-MONITORING STATEMENT
        - The subordinate must be able to state how he/she plans to
          check up on him/herself during the course of the assignment
          (i.e., "How do you plan to monitor yourself?").

   5.   FOLLOW-UP
        - Establish a time when you will check up on the subordinate
          to see if the homework was done. Then, stick to that date
          and provide the stated consequences!

APPENDIX B

Positive Motivation Model
Questionnaire

POSITIVE MOTIVATION MODEL (PMM) QUESTIONNAIRE

1. What class are you in?

   a. 85   b. 86   c. n/a

2. What is your gender?

   a. male   b. female

3. What is your BCT position?

   a. AOC   b. Group Staff   c. Squadron Commander/Operations Officer
   d. Flight Commander/Element Leader   e. Flight Specialist

4. Have you worked as a trainer (AOC/cadre member) in BCT before?

   a. Yes   b. No

5. Your _primary_ instructor during the majority of the PMM training (the person
   who seemed to be most often responsible for teaching you) was:

   a. Captain Rosebush
   b. Captain Bryant
   c. An AOC
   d. The Squadron Commander or Operations Officer

6. Which BCT squadron will you be working with?

   a. A   e. E   i. I
   b. B   f. F   j. J
   c. C   g. G   k. n/a
   d. D   h. H

7. Which BCT period were you given the PMM training?

   a. 1st BCT   b. 2nd BCT

8. In regard to what you will have to do in BCT, the information and model
   taught in PMM training was:

   a. very relevant
   b. somewhat relevant
   c. uncertain of relevance
   d. somewhat irrelevant
   e. very irrelevant

9. The PMM style of training is a concept that you believe should be used by a
   supervisor in working with a subordinate.

   a. Emphatically agree   e. Somewhat disagree
   b. Agree   f. Disagree
   c. Somewhat agree   g. Emphatically disagree
   d. Uncertain

10. Do you plan to follow the PMM style of training during BCT?

   a. Definitely yes.   d. Probably not
   b. Probably.   e. Definitely not.
   c. Uncertain

11. I believe that _____ percent of the upperclass cadets
follow the PMM style of training during this BCT.

   a. 90% or more   d. 30-49%
   b. 70-89%   e. 10-29%
   c. 50-69%   f. 0-9%

12. If you stuck to the PMM style of training during this BCT, you would expect
to be _____ in working with subordinates.

   a. Extremely successful
   b. Successful
   c. Somewhat successful
   d. Uncertain of my success
   e. Somewhat unsuccessful
   f. Unsuccessful
   g. Extremely unsuccessful

13. What percentage of upperclass cadets practiced the PMM style of training when
you were first exposed to BCT? If you are a cadet, answer this question for
when you were a basic cadet. If you are an officer, answer this question
for when you first observed BCT training within the past 4 years.

   a. 90% or more   d. 30-49%
   b. 70-89%   e. 10-29%
   c. 50-69%   f. 0-9%
                      g. Haven't participated/observed BCT training within the
                         past 4 years.

14. Do you believe that you can realistically apply the PMM style of training
within the structure of this BCT?

   a. Definitely   d. Probably not
   b. Probably   e. Definitely not
   c. Uncertain

If you answered anything other than "definitely" then please write specific
comments about what it is about the structure of this BCT that would hinder
you from applying the PMM style of training.

15. The filmed vignettes used as a training aid in learning the PMM concept
were:

   a. Useful
   b. Somewhat useful
   c. Neither useful or non-useful
   d. Somewhat non-useful
   e. Non-useful

Please write specific comments about what you liked or didn't like about
the filmed vignettes.

16. I consider the booklets provided (PMM Overview, PMM Worker's Manual, and/or
PMM Lesson Plans) to be:

   a. Useful   c. Neither useful or non-useful
   b. Somewhat useful   d. Somewhat non-useful
                       e. Non-useful

Please write specific comments about what you liked or didn't like about the
booklets provided.

17. I consider the format (i.e., length, concentration of material, type of excercises, etc.) in which this PMM training was presented to be:

    a. Very good   d. Poor
    b. Fair   e. Very bad
    c. Neutral

Please write specific comments about what you liked or didn't like about the format of the PMM training.

18. As far as being a credible role model (someone who practices what he/she preaches), I consider the instructor who taught this PMM training to be:

    a. Extremely credible. (Fully believes in these principles and whose life is a demonstration of them.)

    b. Credible. (You get the impression that the instructor agreed with these principles and normally demonstrates them in practice.)

    c. Somewhat credible. (Doesn't speak against these principles and occassionally demonstrates some of them.)

    d. Somewhat unbelievable. (May occassionally make statements that contradict these principles; and, more times than not, he/she does not demonstrate them.)

    e. Unbelievable. (Was obviously saying these principles for snow and only very occassionally demonstrates them.)

    f. Extremely unbelievable. (I questioned this person entirely because I know that he/she doesn't believe any of this, nor is there ever any demonstration of this.)

Please write specific written comments about the credibility of your instructor as a role model in presenting this PMM training.

19. Considering all things together (knowledge of subject, ability to explain it, ability to keep your interest, the concern showed toward helping you learn this material, etc.), the instructor who taught this PMM training would be rated as:

    a. Outstanding   d. Neutral
    b. Good   e. Poor
    c. Fair   f. Bad
                 g. Very Bad

Please write specific comments about what you liked or didn't like about the way the instructor provided the PMM training.

20. Any other comments.

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APPENDIX C

Positive Motivation Model (PMM)
Post-BCT Questionnaire

POSITIVE MOTIVATION MODEL (PMM)
POST-BCT QUESTIONNAIRE

What class are you in?

a. 1985   b. 1986   c. n/a

What is your BCT position?

a. AOC
b. Group Staff
c. Squadron Commander/Operations Officer
d. Flight Commander/Element Leader
e. Flight Specialist

3. Which BCT squadron did you work with?

a. A   e. E   i. I
b. B   f. F   j. J
c. C   g. G   k. N/A
d. D   h. H

Which BCT period are you now completing?

a. 1st BCT   b. 2nd BCT

5. In regard to what I had to do in BCT, the information and model taught in PMM training was:

a. Very relevant   d. Somewhat irrelevant
b. Somewhat relevant   e. Very irrelevant
c. Uncertain of relevance

Having just completed BCT as a supervisor this summer, I believe that the PMM style of training is a concept that should be used by a supervisor in working with a subordinate.

a. Emphatically agree   e. Somewhat disagree
b. Agree   f. Disagree
c. Somewhat agree   g. Emphatically disagree
d. Uncertain

Did you use the PMM style of training as a supervisor in BCT this summer?

a. Very definitely (I utilized the principles from PMM whenever I realistically could, and I tried to conscientiously stick to that style of training).
b. Definitely (I normally utilized the principles from PMM, and I usually abided by that style of training).
c. Sometimes (I occasionally made use of the principles from PMM if it suited me, but I did not make much of an effort to stick to that style of training).
d. Definitely not (I rarely used the principles from PMM because my own style of training seemed to run counter to the PMM style).
e. Very definitely not (I do not believe that the principles from PMM are useful and I, therefore, never applied that style of training).

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8. During those times when you definitely tried to apply the PMM style of training, how would you define your success in working with the subordinate?

a. Extremely successful
b. Successful
c. Somewhat successful
d. Uncertain of my success

e. Somewhat unsuccessful
f. Unsuccessful
g. Extremely unsuccessful
h. I never tried to definitely apply the PMM style of training

9. From my observations, I believe that ____ percent of the upperclass cadets definitely followed the PMM style of training during this BCT.

a. 90% or more
b. 70-89%
c. 50-69%

d. 30-49%
e. 10-29%
f. 0-9%

10. I believe that the PMM style of training should be used by supervisors during next year's BCT program.

a. Emphatically agree
b. Agree
c. Somewhat agree
d. Uncertain

e. Somewhat disagree
f. Disagree
g. Emphatically disagree

If you responded with either e, f, or g, please write some specific comments concerning why you would not recommend it for next year's BCT program.

11. Given the structure you had to work under for the BCT program you just finished, do you believe that you had the opportunity to realistically apply the PMM style of training?

a. Definitely
b. Normally
c. Uncertain

d. Normally not
e. Definitely not

If you responded with d or e, please write specific comments concerning the reasons that you could not realistically apply the PMM style of training.

12. I believe that the PMM style of training should be used by a supervisor in working with a subordinate during the academic year.

a. Emphatically agree
b. Agree
c. Somewhat agree
d. Uncertain

e. Somewhat disagree
f. Disagree
g. Emphatically disagree

I believe that the rest of the upperclass Cadet Wing should receive PMM training to insure a consistent training style during the academic year.

a. Emphatically agree
b. Agree
c. Somewhat agree
d. Uncertain

e. Somewhat disagree
f. Disagree
g. Emphatically disagree

I believe that thirdclassmen should use the PMM style of training in working with fourthclassmen during the academic year.

a. Emphatically agree
b. Agree
c. Somewhat agree
d. Uncertain

e. Somewhat disagree
f. Disagree
g. Emphatically disagree

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